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ABSTRACT

As part of a longitudinal study, student and parent interviews were conducted to collect data on the research question, "What is the impact of literacy on the occupations/schooling of 20 1976 high school graduates who had been classified as low readiness students in the first grade?" Of the 20 students originally in the "Twenty Lives" longitudinal study, only 18 could be contacted for this followup. Based on the new data, it seemed possible for individuals to enter school with less than auspicious beginnings and still succeed. Many of the participants in this followup study were doing quite well in achieving their personal goals and aspirations, even though they all had been classified as low readiness students in the first grade. It appears that the impact of literacy on the occupations and schooling of these young people has been considerable and, for the most part, positive. In addition to such tangible variables as socioeconomic status, parental education, school environment, or health, many less tangible variables--model, motivation, interest, perseverance, and pressure--have been equally important in affecting the development of these individuals from childhood through young adulthood. In fact, the results of this study suggested that these intangible variables, rather than being peripheral, may indeed be crucial to the occupational and educational achievement of low readiness students. (The investigator's accounts of parent and student interviews, and appendixes of forms, instruments, and transcripts used in this followup study are included.) (FL)

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TWENTY LIVES REVISITED:

A Longitudinal Study of the Impact of Literacy On the Occupations and Schooling of Students Who Were Low Reading Readiness in First Grade (1964-1978)— With Special Attention to Model, Motivation, Interest, Perseverance, and Pressure

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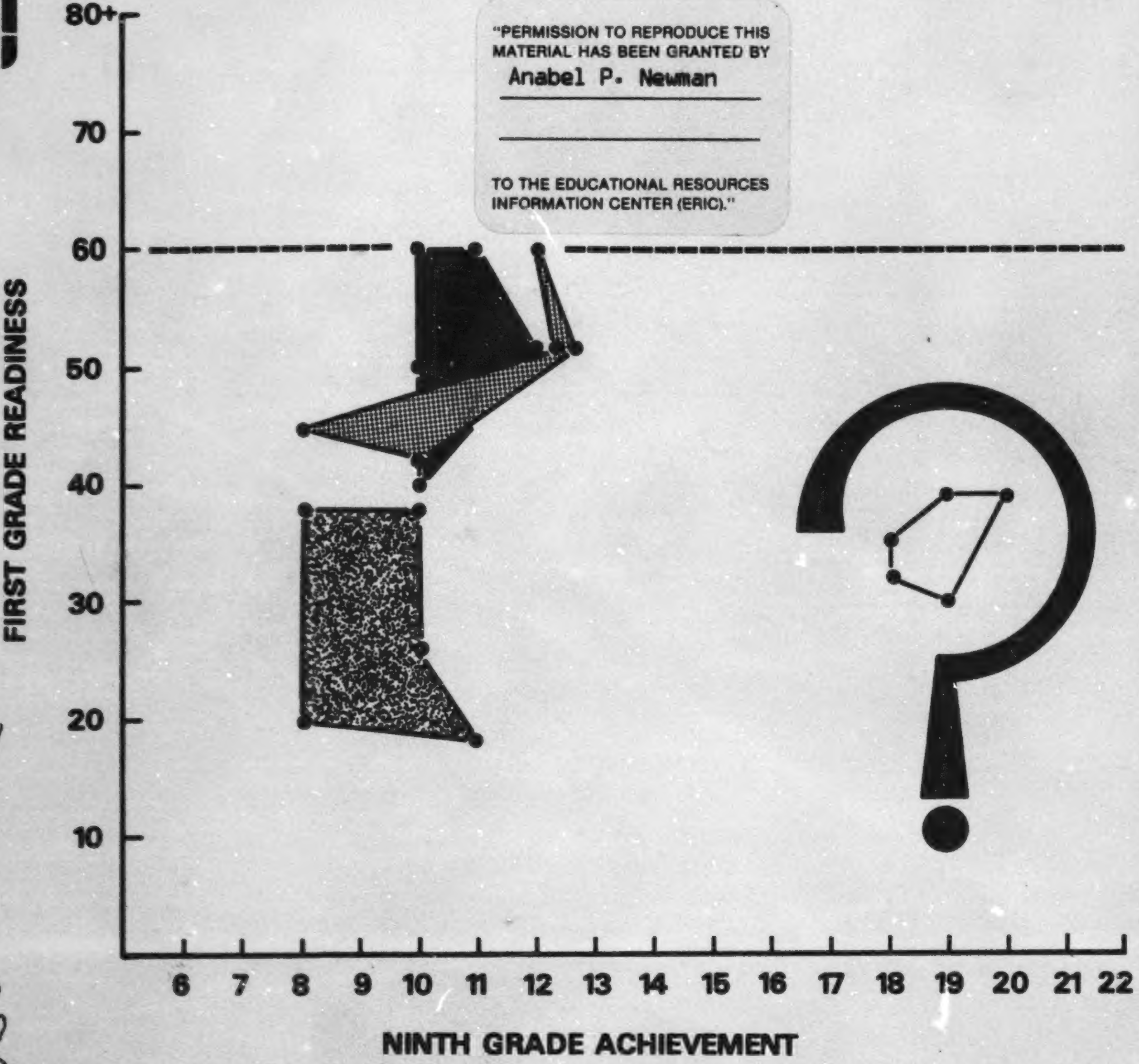

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Anabel P. Newman
Indiana University

April 1980

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It has taken two years to research and write *Twenty Lives Revisited*. Throughout this period I became indebted to colleagues, students, relatives, and other friends who, directly or indirectly, helped me see this fascinating pursuit through to completion.

Initial data was collected during a 1978 spring semester sabbatical, made possible by Leo Fay, Carolyn Burke, and Jerome Harste who taught my classes, and Kathryn Akural, Reading Practicum Center Supervisor, who assisted with the classes and directed traffic through all the adjustments needed to cover my absence. Kathryn also helped by responding to the manuscript and giving encouragement. Other graduate students contributed in significant ways: Charlie Smoke assisted in the early phase of the study; Beth Franklin and Dorothy Winchester helped process the student data (Dorothy also developed the description of the Cedar Rapids community); Hope Elkins, Richie Epps, Beth Franklin, Laurel Gibson, and Diane Strauss identified many of the studies mentioned in the chapter on related research; Hope also worked untold hours during the 1979/80 school year with data processing; and Carol Light, Mary Beth Rollick, Karen Tonne, Melissa Ehman, and Randy Traner spent much time typing the final product.

Especially am I grateful to have had the opportunity to work with the Cedar Rapids, Iowa, Community Schools and witness the effects of a caring, responsible, and responsive group of educators. My particular thanks must go to Dr. George Ross, Director of Research and Evaluation for the Cedar Rapids schools, for his help, encouragement, and continued interest in my research. Nor can I overlook our dear friends, Margaret Wittrig, a long-time staunch and valuable teacher, principal, and administrator for the Cedar Rapids schools, now retired, and her cheerful and wise husband, Ray, who fed, bedded, and entertained my husband and me during our many interview-visits to their city.

At the beginning stage of collecting data Dorothy and Bob Seymour housed us while we did the interview at Northwestern University. Near the end of our work Betty and Arnie Wight provided a quiet haven in their 150-year-old millhouse in New Hampshire where Betty gave needed reactions to the last chapter while final thoughts were being formalized. We are most grateful for these generous friends.

And then, for the insight and clear thinking of my husband, Philip, who traveled with me when collecting data, gave support through the months of processing, and served as editor during the last four months of collating and writing, I am grateful beyond words.

Lastly, I must say how much I appreciate the subjects of this study, young people with a measure of trust who were often willing to let me be privy to their inmost thoughts. Maturing love, yearnings, urgent needs mark all our lives. No less is this true with these earnest individuals, all of whom are genuinely--if sometimes haltingly--striving to find their place in this world.

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INTRODUCTION

This new book about old values is a continuation of Twenty Lives which was a progress record, through their twelfth public school year, of twenty Cedar Rapids, Iowa, students labeled low readiness when entering first grade. Now, in their fourteenth year beyond first grade, over half of them have been, are, or will be engaged in some post high school academic pursuit.

Most of these students, now numbering eighteen (two were unavailable for this study), are searching for self-fulfillment, and all but two have a positive attitude about reading. Because they were part of the Cedar Rapids First Grade Study (1964-65)--made up of low readiness children--they had teaching and materials of high quality in first grade. But, as might be expected, their achievements and career directions have turned out to be quite different. It is the exploration of these differences that comprises the substance of this book.

From observing these students over fourteen years it has become clear that numerous influences have shaped their characters and growth--influences often more important than teaching methods or materials. Many of these influences, or variables, that appear to direct an individual's development, can be classified under five types: model (a perceptive parent, friend, or teacher), motivation (whatever spurs one to thought and action), interest (either academic or non-academic, subjective or objective), perseverance (the ability to stick at a task against odds), and pressure (either internally cultivated or externally imposed). Of course these variables seldom work singly. More often they operate in consort--modifying, enlarging, defining, and coloring each other as they mold a person's progress. An individual's newly found interest, for example, can heighten his motivation to pursue it and, conversely, enlarge for him the scope of the interest. Then, as the nature of the interest becomes clearer, perseverance may develop unavoidably, goading him on despite obstacles. In fact, he may even warm to a measure of self-imposed pressure that asks completion by a certain time. And best of all, this rewarding process--often significantly unique to the individual--may have been kindled by an alert, and discerning model--a teacher, a parent, a brother!

Of course such urgent needs as employment, social or emotional stability, money, health, or personal freedom are motivators of a more insistent sort. In these cases the necessity to survive may awaken the ability to persevere, to continue under pressure, to assess practically the possibilities inherent in certain interests or talents, and to seek out someone, a likely model, for guidance. In any event it is the alchemy of all such influences that forms an individual--matures his perceptions, sharpens his skill as a reader, and determines his literacy.

One of my tasks, several years ago when working for a major greeting card company, was to act as liaison between the design department on one floor and "sentiments" on another. The responsibility required tact, for, even though all knew the final product must be a harmonious (and marketable!) union or art and text, it often seemed the twain would meet only under duress. Frequently researchers and practitioners find themselves in the same dilemma. Their spheres of activity can become so specialized, personal, and--for the researcher--esoteric, that they fail to recognize the benefits to be gained from a closer alliance. As a researcher with considerable experience in classrooms, I have great sympathy and appreciation for the demands placed on teachers. I am deeply committed to bridge building--to making research accessible and practical to these practitioners, most of whom are dedicated to bringing out the best in their charges.

It is my hope, therefore, that the content of this study will be sufficiently jargon-free and so practically organized that it can be understood by my Aunt Hazel, who, though unacquainted with statistical or research techniques, is mightily wise in educational experience.

The following list showing the order of studies in this longitudinal research may be helpful to the reader.

Study conducted	Grade level	Study title	Publication date
1964-1965	1	Cedar Rapids (USOE) First Grade Study (See Bibliography for full title.)	1965
1969-1970	6	Later Achievement Study of Pupils Underachieving in Reading in First Grade	1972
1972-1973	9	Continuation of above study	Unpublished
1974-1976	11/12	Juniors and Seniors: A Longitudinal Study of Pupils Who Were Low Readiness in First Grade (1964-1976)	1978
1976-1978	11/12	TWENTY LIVES: A Longitudinal Study of the Effects of 5 Variables on the Lives of 20 Students Who Were Low Readiness in First Grade (1964-1976)	1978
1978-1980	14	TWENTY LIVES REVISITED: A Longitudinal Study of the Impact of Literacy on the Occupations and Schooling of Students Who Were Low Reading Readiness in First Grade (1964-1978)--with Special Attention to Model, Motivation, Interest, Perseverance, and Pressure	1980

Chapter 1

BACKGROUND

Twenty Lives

In 1978 the study, Twenty Lives,[1] documented through the case study method the educational, cultural, physiological, and psychological experiences of ten achievers and ten low achievers categorized as low readiness in first grade. (See Reid and Beltramo, 1965; Newman, 1971, 1972; Newman and Lohnes, 1973, 1974, 1975; Newman, 1977.) The question was asked, What variables are associated with the experiences of those students who start as low readiness in first grade but who in ninth grade achieve a measure of academic success? The variables considered as possible reading-performance determiners were model, motivation, interest, perseverance, and pressure. Later findings showed that students who

> . . . achieved nine years later, at or above cohort mean on a ninth grade achievement test, are rated higher on the variables of model, motivation, interest, perseverance, and pressure than those students who did not achieve at or above cohort mean on such a test. (Newman, 1979, p. 76.)

Previous studies suggesting that ". . . socioeconomic status, parental education, and student intellectual status are also strongly influencing variables on educational achievement,"

---

[1] Anabel P. Newman, Twenty Lives: A Longitudinal Study of the Effects of 5 Variables on the Lives of 20 Students Who Were Low Readiness in First Grade (1964-1976), (Bloomington: Indiana University, School of Education, 1978).

(ibid.) were supported.

The study revealed that during high school the significant changes that occurred in the lives of these twenty students suggest that it is important to avoid stereotyping students even in high school -- "even" because many feel that if a student still has reading problems when he reaches high school, remediation is difficult if not impossible.

Finally, the study illustrated the interrelationship between many influencing variables in a student's experience suggesting that, despite early prediction, students can overcome the effects of early deficit if given a supportive environment.

Problem

During a spring sabbatical in 1978 the investigator was able to interview eighteen[2] of the twenty students (for whom case studies were developed from data gathered when they were in either 11th or 12th grades) as well as conduct telephone interviews with the parents of all twenty students. The major thrust of these interviews was to check the impact of literacy on the occupations and schooling of twenty 1976 high school graduates (on whom case studies were developed in 1978) who were classified as low readiness in first grade[3] -- a study hereafter called Twenty Lives Revisited. The chronology of studies leading to Twenty Lives Revisited is as follows.

---

[2] Two students were unavailable for interviews in 1978: one because of illness, and the other had married and been disowned by the family leaving no address.

[3] Two additional questions were pursued during the 1978 sabbatical, but only answers to the first are included in Twenty Lives Revisited. These additional questions were, (a) To check the impact of literacy on the occupations and schooling of 51 of the 71 high school graduates (1976) on whom case studies were not developed who were interviewed for the 11th and 12th grade

Chronology of Student Involvement in Longitudinal Study

Year	Grade (or equivalent) beyond first grade	Study Titles	No. of students involved
1975	11th: Achievers	Juniors and Seniors	50 of 71
1976	12th: Low Ach's		21 of 71
1976 to 1978	11th and 12th data	Twenty Lives (Spencer Study)	20 of 71
1978	14th	Twenty Lives Revisited (Sabbatical Study)	18 of 20

Need for the Study

Considering that many feel there is a crisis in education for the less academically endowed, it is important to know what makes the difference in literacy attainment for such people.

In addition, the study provides a reliability check on the question of whether or not time erodes the effect of model, motivation, interest, perseverance, and pressure on the experience of selected students who had been low readiness in first grade. (Twenty Lives, p. 14.)

---

study, and (b) To search out, if time permits, those students not included in the 6th, 9th, 11th, or 12th grade studies due to retention at some point in their academic careers.

This study contributes knowledge in the directions suggested by the following researchers.

1. Longitudinal research:

> What is needed are studies in which the environment is stable over time. (Bloom, 1964, p. 223.)

2. Research that examines what occurs in families of readers and nonreaders:

> Research should emphasize even more than it has in the recent past, patterns of variables in the families of readers (and, of course, the families of nonreaders). (Miller, ed., 1974, pp. 22-23.)

> What variants exist among American families in their preparation of children to read? (i.e., systematic variations in the way children are led to focus attention, etc.). (Ibid., p. 23.)

> What changes can be made in early instruction in reading that will take optimal account of the diversity of American child-rearing practices? (Ibid.)

3. Research that examines the role of model, interest, and related variables:

> We need studies of family structure, community patterns, and allocation of interest in order to arrange effective patterns of connection to school. . . . Research is required to understand the effects of staggered admission to school, of parental involvement in curriculum decisions and teaching, and the use of schools as education centers for their communities. (Miller, ed., 1974, p. 24.)

> What has been the influence on high and low achievers of the following? An environmental measure must identify and scale the features of the environment most clearly related to the development of the characteristics: (1) behavior of significant individuals in the environment; (2) presence and clarity of models of behavior; and (4) the availability and use of particular facilities and materials. (Bloom, 1964, p. 221.)

4. Research that examines the input of both home and school:

> The goal of new research should be to examine systematically the degree of match or mismatch between charac-

> teristics of American families and the characteristics of the school. (Miller, ed., 1974, p. 22.)
>
> The discouraging history of attempts to establish aptitude-treatment interactions suggest that we need on the one side, more intensive case and diary studies of reading, and on the other, thoughtful experiments in the natural settings of home in order to illuminate the genesis and early history of the preparation for reading. (Ibid., p. 23.)

5. Research that speaks to the value of individual data for program evaluation:

> Group data may have less validity than individual data for program evaluations. Needs assessment using measures of central tendency tend to bring widely popular needs to the top of a priority listing, while burying more controversial needs. Formative evaluations tend to become overly generalized and less useful for making specific improvements when data are summarized across the entities being evaluated. Summative evaluations are usually based on the assumption that a program is effective when it effects the majority of the participants in the same way when, in fact, individuals frequently profit in different ways by their experiences. In many instances, one perceptive observer, a well-developed case study, or in-depth interviews may provide more insightful and valid evaluative information than Group data. (Adam, 1979, p. 3.)

5. Research showing how theory may be systematically derived from data:

> We believe that the discovery of theory from data -- which we call grounded theory -- is a major task confronting sociology today. . . . (Glaser and Strauss, 1967, p. 1.)

Point of View

This investigator believes that certain intangible variables in an individual's experience can have greater influence than such conventionally accepted and frequently examined variables as teaching methods and materials. For example, the first grade study (Reid and Beltramo, 1965), that examined the reading experiences of a large number of low readiness first graders (some of whom were later interviewed as subjects in this study), as well as all the First Grade Studies (Bond and Dykstra, 1967a and b), suggest that teacher differences have a greater effect on students than differences in materials or teaching methods. Also, this researcher's sixth grade study (Newman, 1971/72) showed that over a period of time the effects of methodology slip away and other variables intervene.

Therefore, when working with low readiness students, certain intangible variables, as well as those measurable with standardized tests, should be examined. In many cases parental and instructor awareness and effective handling of such intangibles in a student's life make a significant difference in his progress.

This study attempts to show that some of these illusive variables should be given equal time when considering the reading needs of low readiness students--or, indeed, any students.

Hypotheses

It is therefore hypothesized that,

1. The presence of such intangible variables as model, motivation, interest, perseverance, and pressure will have a positive influence on the occupations and schooling of this select group of low-readiness students now in their fourteenth year beyond first grade, and
2. The interaction of such intangible variables as model, motivation, interest, perseverance, and pressure will have a greater positive influence in the experience of these low-readiness students than the action of any single tangible variable, such as IQ, teaching method, or material.

Chapter 2

RELATED RESEARCH

In Twenty Lives a rationale for the selection of the five variables discussed below, several related research items, and an extensive discussion of case study methodology is provided. (See Twenty Lives, pp. 7-13 and 103-107.) The sections that follow here fill out the related research pertaining to these variables.

Model

The influence that a model--parent, teacher, relative, friend--can play in a person's growth has been documented by many researchers. In fact, the successful individual has undoubtedly been encouraged and guided along the way by the example, maturity, or special abilities of more than one model. On the other hand, the life that appears empty or unfulfilled may be showing the effects of negative models--parents, teachers, or others in frequent and close proximity during childhood who were unsympathetic or lacked understanding. Briefly, here is what some authorities have said about the importance of models in a child's development.

Models and morals. Brody and Henderson (1977) demonstrate that models with mature moral judgment, and who think rationally, have a decidedly positive influence on children. In a study by Smith and Guerney (1977) third- and sixth-grade children, when presented models with the characteristics of honesty, dishonesty, submissiveness, or dominance, readily agreed that the honest person was the one to be modeled. Turiel (1969), who views moral development as occurring in stages, feels that asking children to deal with such contradictions aids in their development to the next stage.

Parents as models. Obviously the first significant modeling influences on a child are the parents--or others directly responsible for the child's early training. Thus a supportive home environment is very important. This is borne out by Lampert and Saunders (1976) who state that students who considered themselves readers, as opposed to those less interested in reading, often had access to books in the home and were read to as children. In addition, Whitehead et al (1977) affirms that the amount of reading a child does is positively related to the number of books the child owns, frequency of visits to the library (and that the parents read library books), as well as the presence of quality periodicals in the home.

In a unique doctoral dissertation completed in 1979, which corroborates these findings, Marcia Baghban, after documenting the intellectual growth of her daughter Giti during her first 34 months, discovered, among other things, that a child learns reading naturally when perceived as a meaningful activity. In this case the "meaning" was carefully nurtured by the mother--a perceptive model who, in her turn, had had enlightened and encouraging parents as models. In the dissertation Dr. Baghban recounts an unexpected and informative experience she had with her daughter. She writes that

> . . . the summer before Giti became two years old, she was announcing K-Mart, Sears, and Ayr-Way as we entered stores in our home town. I assumed that she was using her familiarity with the locations to determine these labels. When we traveled and she read K-Mart and Ayr-Way in an unfamiliar town, I realized by accident that she had decontextualized these messages. (P. 150.)

In another study that shows the modeling effect of parents, Rosenhan (1969), when comparing totally committed civil rights workers with those only partially committed, found the totally committed had had parents with strong altruistic feelings.

As to negative parent models, Smith, Smith, and Mikulecky (1978) describe how nonreading in families may continue for generations if no positive model enters to break the cycle.

Teachers as models. Certainly the parent who tries to guide a child's mental growth, with a structured approach, however "home grown," is a teacher. But outside the home a child's immediate model becomes the classroom teacher. And because this teacher is with a child many hours a day over many weeks, he or she has an influence more far-reaching than may be realized. To document the effect teachers have on children is, of course, the continuing search of schools of education and others dedicated to the development of the young.

The following, taken from a tape-recorded conversation with one of the students in Twenty Lives (p. 261), reveals graphically the influence teachers have. The student states she did not like social studies at first, but after she switched to another teacher she said, "My grades shot up so much I couldn't believe it. I went from a C to an A." She was then asked to explain the reasons for the change. "The teaching method," was her reply.

> She was strict, and that's a good thing. . . . She had a grading system that was kind of neat. You would take a test, and if we didn't finish . . . in an hour, the next day we could come back and finish. . . . They were checked first . . . and then . . . she'd give us the papers back the next day, and we went through our books and our notes and put the right answers down, and that brougnt up our grades for the test.
>
> And we had study guides, where we took notes on her lectures, and reading materials, and she gave us points for that. We got a hundred points for each map we did. And that brang [sic] me up. And I think I learned a lot more . . . than I did in the other class because the former teacher just constantly lectured all the time, and I don't like lectures. The new teacher did lecture. Often it was mostly discussion. It was . . . a great class. There was junior and seniors in there, there was about two sophomores in there. I was one of 'em, so it was a little hard.

Apparently this teacher provided the students immediate feedback on their work, developed enthusiasm for the subject, offered a degree of individualization, instilled respect for high but achievable standards, and employed creative and varied ways of pursuing a goal. In short, she modeled some of the essential, implied, or related characteristics of competency-based teacher education as synthesized from the field and presented by Stanley Elam (1971).

Of course, beside parents and teachers, there are other types of models that affect children, and, in fact, they continue to do so throughout life.

Motivation

The establishment of motive is vital in many circles beyond the area of education. "Why?" "Why did he murder the father and his three defenseless children?" "Why does she have so much trouble getting along with others?" "Why is the forty-five-year-old mother trying to get her high school diploma?" "Why can't he keep a job?" Judges and juries--and teachers--seeking out deep-seated motives, often find taproots leading to parental cruelty, excessive peer pressure, extreme poverty, or school failure. If positive motivation is lacking in a child's early experience, later eruptions may cause severe damage--costly to society and irreparably scarring to the individual.

As we begin to understand the motives behind an act, we will be better able to recraft programs, develop policies, and define laws to provide the greatest benefit to the greatest number. In particular, as educators discover and nurture positive motivation, they will be able to make use of a most powerful incentive to action and determiner of human experience. The following seeks to offer insights concerning motivation and make it more accessible as an educational resource.

During the past fifty years "motivation" has engaged the attention of educators in their efforts to answer basic questions. In 1943 Abraham Maslow presented his Hierarchy of Needs which, rising from low- to high-level needs, includes physiological, safety, love and belonging, esteem, the need for self-actualization, the desire to know and understand, and aesthetic needs. More recently (1966) W. E. Scott, Jr., offered his Activation Theory. He proposes that the degree of activation of an individual is a major determinant in his power to perform. These two theories, need and activation, support the assumption that internal needs and external stimulation together determine the level at which an individual will perform a particular task.

Maslow and Scott, although not subject to a neat dichotomization, offer a strong contrast in thinking regarding motivation. Others in the 1970's studied motivation as it relates to self-perception (Bem, 1972), interest (Herber, 1970), ability and personality (Cattell and Child, 1975), and initiating, directing, and maintaining motivation (Gibson and Levin, 1975). Success (Johns, 1978), failure (Harris and Sipay, 1975), and anxiety (Morrison, 1974) were considered in relation to motivation, as well as parental input (Swanson and Henderson, 1976) and teacher influence (Jansky and deHirsch, 1972). These studies point up the importance of motivation in educational experience.

In Twenty Lives the student and parent responses categorized as motivational in character included such family influences as attitudes toward school, the library, and books; toward religion, discipline, stability, responsibility, and caring; toward assisting the child and answering questions; and toward encouragement, love, and praise. Interactions with family members were mentioned. Students and parents recognized the time spent together on weekends, in working, playing, and taking trips as important. Some students spoke of the value of visiting the library with their parents as well as help given by siblings. Sibling successes were also an influence. Finally, mention was made of books being around the house, of having a private desk or room, and of an atmosphere conducive to developing a love of books--a mother who read to them, for example.

Other motivators included personal eagerness; curiosity; desire to show good work, to succeed, to get good grades; be on the honor roll, graduate from high school, go to college, be an educated person; need for money, to be ready for a job, to complete a job well, to help out the family; need for activities, for independence, competition, opportunities, and high goals; and finally, teachers and competency-based teaching seemed to provide motivation toward positive achievement in school.

References supporting the positive role of motivation in reading success include Getzels and Jackson, 1962; Emans and Patyk, 1967; Gillham, 1967; Habe, 1969; HEW, 1970; Botel and Granowsky, 1974; Lund, 1974; Petersen, Faucher, and Eaton, 1978.

All of these and others suggest the continuing need of giving attention to motivation for students in every aspect of their school experience. Most especially is this necessary for low readiness students.

Interest

It should be apparent that a student's reading skills are likely to develop more readily if the material used relates to his interests. However, many teachers fail to recognize this obvious correspondence, or, for various reasons, choose to ignore it. Nevertheless, research in this area is extensive, showing that the matching of student interest and reading matter is a natural motivator. In fact, it becomes almost essential when attempting to help children (or adults) with lingering reading problems.

A great deal of the research has been aimed at pinpointing these interests--so far as it is possible. Such personal particulars as chronological versus intellectual age, sex differences and preferences, home life, parental influences, personality traits, poetic responses, and more, have had to be considered. With these as variables, it is not surprising that the conclusions reached, though helpful, are seldom constant. All the same, these efforts to assess student interests as a means of developing relevant reading programs are important and needed. Here is a brief summary of the findings from a few of these studies.

Sex differences. Although it has been shown that interest has a positive effect on the reading behavior of boys and girls alike (see Twenty Lives, pp. 12, 66-68, 72-73), Asher and Markell (1974) reveal that while boys are more likely to read if the material interests them, girls will read even if it does not.

These authors also note that not only do interest categories shift for each sex during adolescence, but that both sexes perform better on tests when the material is of interest. These conclusions corroborate Newman's (1972) findings--from an investigation of Cedar Rapids, Iowa, sixth graders--that sex differences have a direct bearing on reading performance. She points out that if the learning-rate disparities between boys and girls were better understood, their strengths and weaknesses could be compensated for more appropriately. She says,

> In the first two of the three canonical correlations conducted in this study, strong two-rank factors appeared. In each case the first was a g-factor, and the second had a sex linkage in favor of boys. Also, in both cases this second factor has relatively strong loading on vocabulary-type subtests indicating a "growth" category as opposed to such girl-favored "worker" categories as Word Study Skills and Spelling. . . .
>
> In addition, the findings regarding boys' strength in some areas of vocabulary mastery in all three canonicals suggest that boys should not be considered verbally immature or inferior to girls in handling vocabulary (even among low-group children--or perhaps most especially among low-group children, depending upon the results of future research). Rather, considerable advantage might accrue to boys in their intellectual growth if this cumulative vocabulary development were dealt with as the strength it is. (P. 504.)

Although it could be argued that much overlap exists between intelligence, comprehension, and achievement, these areas are generally considered separately as they are in the following paragraphs.

Intelligence. That intelligence level may influence the broadening of personal interests, is generally accepted.

That the broadening of personal interests may influence intelligence level, however, is not so generally accepted. Helterbridle (1976), in exploring the interest preferences of above-average students, found that boys and girls reversed roles in their interest choices. Bright boys aged twelve preferred "people" as a topic, while bright twelve-year-old girls chose "science." What these findings may imply is that reduction of fear, willingness to accept a broader definition of self, and less inclination to limit expression according to sex stereotypes will follow as men and women embrace a larger perception of intelligence. A worthy research study might be to determine if fostering breadth of interest will, indeed, help one accept this larger perception.

Comprehension. Estes and Vaughan (1973) found that the comprehension scores of fourth graders on informal reading passages were significantly higher on high-interest than on low-interest passages. Bernstein (1955) discovered that ninth graders as a group made markedly higher comprehension scores on a high-interest story, while a study by Asher and Markell (1974) revealed a positive effect of interest on the cloze test comprehension of fifth-grade boys and girls. In a study of reluctant seventh-grade learners, Belloni and Jongsma (1978) found that both boys and girls comprehended high-interest stories significantly better than low-interest stories.

Achievement. As might be expected, research shows that student interest and achievement are closely linked. Several studies, examining this linkage at successive grade levels, offer useful evidence. Chiu (1973) found that reading preferences at the fourth-grade level were significantly stable for average- and high-ability groups but unstable or still developing with low-ability groups. In their work with fifth graders, Asher and Markell (1974) concluded that reading comprehension for high and low achievers was facilitated by high-interest material, while Asher, together with Hymel and Wigfield (1978), reveal that high-achievers taking cloze tests on material of interest produced more synonyms than the lower achievers, and their responses were more exact. This correlation continues, for Belloni and Jongsma (1978) discovered that the comprehension of low-achieving seventh graders was better when high- rather than low-interest material was used. And Bernstein (1955) reports that this agreement between interest and comprehension still appears through the whole range of ninth-grade reading abilities. In examining the effects of interest on the reading improvement of adult illiterates, Hutchinson (1978) states that the experimental group recalled information better when using high interest reading matter.

Thus, to overlook the influence of interest on achievement, especially for students with reading problems, is to ignore the evidence of a whole body of research.

Attitude. Much attention has been directed toward discovering how student attitudes affect reading performance.

Alexander and Filler (1976); Strickler (1977); and Smith, Smith, and Mikulecky (1978) all acknowledge the strong, positive relationship between attitude and interest choices. Helterbridle (1976) confirms this. His study showed that "people" and "science" were of interest to students with an "average" attitude about reading, while those with only a "fair" attitude were not attracted to these topics. This would support the assumption that attitude influences reading interest as well as reading performance.

All the studies mentioned above which examined variables bearing on learner interests, suggest that interest may be critical to reading success, especially for low readiness students. In Twenty Lives it was found that the level of reading ability was often proportional to a student's interest in the reading material:

> These data raise the question of which come first, broad interests leading to academic well-being or vice versa. Whichever viewpoint one chooses to adopt, the implication must surely be that student interests should be considered carefully, and nurtured where need be. (P. 68.)

Perseverance

The significance of "perseverance" on student achievement has not been adequately studied. From the sources found that touch on perseverance--in these cases called "persistence"--it appears this characteristic in a child is more likely to be present when it has been intelligently developed at home and at school. Hamilton and Gordon (1978) report that children who receive a marked amount of "directing statements"--told specifically what to do--and "criticism" are often less persistent at tasks than those who receive "suggestions"--offered possible ways to pursue a task--and "praise." Children with a poor sense of persistence may have developed expectations of attention--either positive or negative--from others (parents or teachers) which, when not forthcoming, leave them unable to tackle and persist with a task on their own. Obviously such early dependent behavior at home is contributive. The authors feel that teachers should understand the motivational possibilities of "directions" versus "suggestions" as they relate to perseverance.

Morris and Messer (1978) examined the effects of internal and external locus of control--motivating force--on task persistence. Ideally, children with "internal" control prefer self-reinforcement, know how to set their own goals, can devise procedures for solving problems, and tend to be perseverant. Children with "external" control rely on the directions of others, feel luck or fortuitous circumstances are responsible for their successes or failures, and are thus less self-reliant or persistent when confronting a task. Naturally few children, or adults, have complete "internal" or "external" self-control.

Briefly: Gordon et al (1977) see age and sex differences as important variables affecting persistence. In addition, Shrauger and Sorman (1977) relate persistence to self-esteem.

They found that those with low self-esteem (often females) tend to be less persistent after a failure than individuals with high self-esteem. It was noted, however, that the ability to persevere can be increased for low-esteem subjects through positive feedback--especially praise when there is improvement.

Pressure

When interviewing the students in Twenty Lives (18 of whom are the subjects in this study), the investigator used a scale, which she devised (see Twenty Lives, p. 137), as a guide in recording the degree of pressure that may have affected their growth. Obviously, however, there is no way of isolating and measuring psychological pressure the way one can assess a physical force. Several problems present themselves. In some cases, it may be difficult to differentiate pressure from perseverance -- or from any of the other variables. Then there is the question, When is the operation of pressure negative and when positive? For example, a particular pressure that might prove beneficial to an outgoing or extroverted person may actually be harmful to the creative or introverted. (See Twenty Lives, p. 75.)

Negatively considered, pressure can make constraints on mind and will, exert urgent claims or demands, be burdensome, distressing, even overpowering. Also, pressure, with varying degrees of intensity, can be internally produced or externally inflicted. It can work subtly in subconscious thought.

Threats, the need to compete, failures, disruptions, peer opinions are only some of the pressures that can negatively affect human behavior.

On the other hand, rewards, agreed-upon goals, deadlines, promises of promotion, established standards, the desire to please or be respected, as well as financial needs, parental demands, and sibling approval can, in many instances, be positive pressures. Perhaps a mild form of positive pressure is incentive. Some individuals, however, flourish on an inner drive, a self-realized, compulsive pressure that would devastate others. Most Marine recruits accept and succeed under the immense pressure of basic training.

It would seem, then, that the perceptive teacher is one who knows when and how much pressure will keep a learner moving ahead without stumbling. Considering the many uncertainties of the human spirit, however, few of us, even with dedicated intentions and years of teaching experience, are unfailing in this endeavor. Therefore, the following studies -- where pressure, if not clearly stated, is implied -- may be of some help.

Anxiety as a type of pressure, an interesting study by Dowaliby and Schumer (1973), conducted for two weeks in eight public schools with 386 sixth graders, found that the anxiety level of students affects how they perceive instruction. The participating teachers were given training in certain prescribed methods that covered structuring, reacting, and soliciting. The several tests given after the two-week period showed that the students' perceptions of structuring and reacting were more remedial than was their perception soliciting. In fact, the positive correlation between teacher reaction and student achievement revealed in the study, indicates the importance of these aspects of instruction. The researchers suggest that effort should be made to assess and clarify student perceptions of structuring and reacting behavior. Often valuable insights occur during discussion with students as to why they gave a particular response or how they feel the teaching process of structuring and reacting could be imporved.

The pressure of threat. In December, 1976, a study by Charles Schramm related the effects of teacher threat to achievement in educationally deprived children. Two basic conditions for successful learning were hypothesized by Schramm: (1) a positive socioemotional climate in which students are comfortable and motivated, and (2) a teacher who provides learning opportunities that give access to instructional materials. Schramm, like Flanders (1965), believed that a comfortable, nonthreatening environment is conducive to learning, while little can occur where sarcasm, insensitive criticism, or other types of threats are present. Schramm found that, although there is a possibility that threat may not relate negatively to achievement under appropriate cognitive conditions, enough evidence has accumulated to indicate that the impact of threat on achievement is negative.

Environmental pressures. Crockenberg and Bryant (1978) studied how cooperative, competitive, and individualized learning environments can influence elementary school children. They focused on the peer relationships and personal satisfactions or dissatisfactions the children evidenced in each environment.

It was found that competitive and individualized environments can be detrimental to cooperative and prosocial behavior, that children in competitive environments expressed more self-enhancing statements at others' expense, and that the losers in this environment were more antisocial than the winners.

Their earlier research with small-group learning, in which mothers were teachers, had shown that the social interactions of children are often influenced by the degree of adult responsiveness, that some practices that stimulate academic motivation discourage prosocial behavior, and that the effects of academic environment carry beyond the immediate experience.

Pressure as it relates to success and failure. Ames and Ames (1978) discovered that children's reactions could be markedly determined by the offer of rewards. It was also found that winning under competitive situations did not necessarily mean the children were able to appraise their abilities and worth realistically. Rather, it produced exaggerated views of their own possibilities and the inclination to denigrate the efforts of others.

Individualizing the use of pressure. Spaulding (1979), after developing a computer-assisted system that matched teaching and learning styles, showed, through the case study method, that the favorable results of such matching suggest the importance of providing specific types of pressure for those who thrive on it (witness the Olympic athletes!), and modified pressure for those who do not (creative people, for example).

Pressure from family. Family conflicts often exert immense, but unrecognized, pressures on children. The rising divorce rate, and its influence on children, promises continued problems for educators. Enforced or prohibited visitations with either parent, rejection, conflict over custody, and inept or delayed judicial handling of cases are negative pressures that ultimately influence school achievement. In the winter issue (1979-80) of *Educational Horizons*, Rachel Batts writes movingly about children of divorced parents.

On the brighter side, pressure applied by parents who care about the performance of their children, who set appropriate standards, and who reinforce successes can cause children to respond positively. This view is amply supported by the family reports included in *Twenty Lives*.

Summary. Pressure, as these and other studies show, can have positive or negative results depending on the nature of the pressure and the individual experiencing it. The following are a few generalizations regarding pressure.

1. The behavior of teachers, and other adults, directly effects child behavior.

2. Student perceptions of situations can determine behavior.

3. Pressure that is sensitively matched to student possibilities can be helpful; otherwise it is generally detrimental.

4. Pressure through competition has a more positive effect on students who tend to succeed than on those who do not.

5. Pressure stemming from failure will generally have a negative effect on performance and self-esteem.

6. Pressure in one area of experience will often manifest itself in another area. For example, pressure at home may cause behavior problems at school.

7. Pressure of certain types can have a negative effect on creativity.

8. Security can be lacking and anxiety present in situations where there are strong pressures.

Chapter 3

PROCEDURES

Instruments

Two instruments, developed by the investigator, were used to collect data on the research question, "What is the impact of literacy on the occupations and/or schooling of twenty 1976 high school graduates who were classified as low readiness in first grade?": (1) A student interview questionnaire, and (2) a parent interview questionnaire. (Samples of these questionnaires are in Appendix B.)

The intent was to see if the literacy of the subjects--as assessed in the light of five variables (model, motivation, interest, perseverance, and pressure) when the subjects were in the 11th or 12th grade (and analyzed in Twenty Lives)--has, two years later, measurably influenced the occupations and/or schooling of the subjects in a way that might have been predicted.[1]

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[1] The investigator discussed with colleagues what types of items should be included on the interview questionnaires. Dr. Paul Lohnes, for example, thought that knowing marital status, reading habits, or how important reading is to the subjects, could be revealing (do they read the Bible, marriage guides, work-related material, fiction, etc.). He was also interested in what correlation might exist between reading and T.V. viewing habits. Dr. Ralph Tyler felt it would be helpful to know if the parents had influenced the reading achievements of their children. These suggestions have been incorporated as feasible.

Several items on the Student Questionnaire (such as nos. 1, 2, 5, 6,[2] 13-15) relate directly to the research question. A few items (nos. 3, 4, 7, 8, 21, 22) are relevant though they relate indirectly to the research question. Other items are aimed at discovering how the five variables, which may have influenced the present literacy level of the subjects, have affected their choices in occupations and/or schooling (see nos. 7, 9-12, 16-19, 21-25). The last question (no. 26, "Other?") offered an opportunity to pursue any additional ideas pertinent to the research question.

There is no direct question in pursuit of the variable "pressure." It was anticipated that information about positive or negative pressure in a subject's experience would be discovered indirectly through such questions as 19, 22, and 26 on the Student Questionnaire, as well as through questions 3, 4, and 5 on the Parent Questionnaire.

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[2] "Looking Beyond Man's Basic Needs" (an article by Roderick Nordell in The Christian Science Monitor, Dec. 27, 1977) prompted the question regarding security, belongingness, respect, and fulfillment. Nordell's findings--from interviewing scholars, researchers, and lay people--led him to relate quality of life with Maslow's hierarchy of needs. Nordell writes:

> In simplest terms, this means that people begin satisfying their "higher" needs, such as quality of life, when they have met "lower" needs, such as survival. But there are several stages in the process. Since the 1950s the sequence of needs to be recognized, if only to be challenged, has been the one set forth by psychologist Abraham Maslow. The "Maslow hierarchy" proceeds from basic physiological necessities to needs for safety, belongingness and love, esteem, and self-actualization. (P. 14.)

All items on the Parent Questionnaire bear on the research question (as stated above). In addition, answers to questions 3, 4, and 5 of the Parent Questionnaire should provide further insights as to how the five independent variables (model, motivation, interest, perseverance, and pressure) have influenced the experiences of the subjects.

Tables 37 and 38 in Appendix H show how the interview questions relate to the research question: What is the impact of literacy on the occupations and schooling of the subjects? Table 37 also suggests some indirect influences affecting a subject that may be a byproduct of or concomitant with literacy. The last column on each table indicates which questions are thought to provide insights concerning the five variables: model, motivation, interest, perseverance and pressure.

Sample

The 11th/12th grade study (Newman, 1978) located and classified 135 students, of the 406 who were subjects in the Cedar Rapids First Grade Study (1964-65), into two groups: 89 Achievers (who scored at or above cohort mean on at least one subtest of the Iowa Tests of Educational Development (ITED) administered when the students were in ninth grade) and 46 Low Achievers (who did not score at or above cohort mean on any ITED subtest). From the 135 students, it was possible (given the constraints of time, availability, and the like) to interview 71: 52 Achievers and 19 Low Achievers.[3] The 20 case studies presented in Twenty Lives were drawn from this group of 71 students.

These subjects in Twenty Lives were low first grade readiness students chosen by an intricate selection process (see Appendix A) to represent achievement and low achievement on ninth grade standardized tests. Their case studies illustrated the operation of model, motivation, interest, perseverance, and pressure on achievement. They attended the Cedar Rapids, Iowa, public schools from 1964-1976. (Appendix F contains a description of the Cedar Rapids community.)

Data Collection and Analysis

Data were collected for Twenty Lives Revisited by the investigator during a spring, 1978, sabbatical. Prior to this, however, the Director of Research for the Cedar Rapids Community Schools, Dr. George Ross, sent letters to the subjects enlisting their continued participation in the study (see Appendix G). Current addresses and telephone numbers were obtained by calling the parents. Two of the twenty subjects were unavailable: one had scarlet fever and the other was disowned by her parents and could not be located. Of the eighteen subjects, sixteen were working or attending schools in Iowa, one was in the Navy and stationed in San Diego, and one was a student at Northwestern University in Evanston, Illinois.

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[3] The Achievers were interviewed in May, 1975, and the Low Achievers in January, 1976.

Investigator observations. In addition to recording a student's responses to the questionnaire, it seemed crucial that immediately after each session the investigator jot down her impressions of the interview. These might include a description of the interview setting (dormitory room, apartment, business office) and its atmosphere, the student's attitue (joyful, responsive, troubled, preoccupied), as well as personal information (emotional conflicts, problems at home, upcoming marriage, religious involvement). These informal notes, usually not more than a page in length, are included according to the four student groups under Findings: Investigator's Account of Each Interview.

Parent interviews. The investigator discussed with each parent the five items on the questionnaire. These five- to ten-minute interviews, usually conducted over the telephone, were recorded in longhand. The questions ranged from the purely factual, "Where is your daughter now?," to the subjective, "Has her career direction progressed as anticipated by you?" (see Appendix D).

The method of organizing, analyzing, and presenting the data was dictated by the type of question. For instance, the data from the question about where the student can be contacted is organized under the headings "Living in Cedar Rapids," "Living outside Cedar Rapids but in the state," and "Living outside the state." However, the data concerning student occupations is sorted into one of eight categories (see Table 31), while data from the open-ended question concerning significant events in a student's experience are listed by student initials.

Since these telephone conversations precluded the possibility of catching facial expressions or other body language, the interviews may not have been as revealing as in the in-person student interviews. Nevertheless, the parent responses augment the student data and, where similar or different perceptions occur (on, say, how the student's career is progressing), provide meaningful insights.

Student interviews. After all eighteen subjects, who were contacted by telephone or letter, had agreed to participate in the study, interview appointments were set up. Since many of the subjects were still in Cedar Rapids, most of the interviews were completed during the first visit. Nine subjects were interviewed in their homes, two (one unemployed and the other on a break from college) were, at their request, interviewed at the Cedar Rapids Board of Education building, and two who are secretaries were interviewed in their offices. Those away at school (Evanston, Ill.; Dubuque, Iowa; Iowa City; and Mt. Pleasant, Iowa) were interviewed in their college settings during the second and third trips. The subject in the Navy in San Diego was interviewed by mail. Transcripts of these interviews (including the one mail response) are in Appendix C.

During the interviews the investigator endeavored to establish an atmosphere of trust so that information beyond the obvious might come forth. The subjects, now adults, were interested in the study, their role in it, and how the results might be used. When they had questions, the investigator allowed the discussion to digress from the questionnaire items. Many of the subjects were eager to share perspectives from their own experience.

This type of interviewing demands careful listening, observation, and data analysis -- and is a very rewarding kind of exchange. Even though some structure was used during the interviews -- so that the data could be systematically studied -- flexibility and respect for individual characteristics were maintained.

The investigator felt it was important to record not only responses to the questions but impressions of the environment where the interview was held -- especially when in a home or office. And, as indicated above, the investigator wrote down these informal impressions which introduce Chapter 4: Findings.

__Student responses__. As with the parent responses, raw data from the eighteen subjects interviewed were aggregated across each question. The processing is similar to that followed in __Twenty Lives__. A transcript of the interview was typed (see Appendix C). Next, responses to the questions were extracted from the transcripts and raw data across questionnaires were aggregated for each question (see Appendix E). The results of this process are outlined under "Parent responses" and "Student responses" in Chapter 4: Findings. Then the findings across groups were compared (also in Chapter 4), and these group characterizations compared with the twelve-year group profiles in __Twenty Lives__.

Chapter 4

FINDINGS

In this chapter the reader is introduced to the students through (1) the investigator's reactions, (2) the parents' eyes, and (3) the students' replies to the twenty-five-item questionnaire.

Nineteen parents, including a father, were interviewed by telephone and one in person. Later, their children were interviewed (except for two who were not available). Generally these discussions occurred in home settings.

Investigator's Account of Each Interview

Aside from gaining answers to the prepared questions, the human element in each case -- social circumstances, personal struggles and triumphs, attitudes not always expressed directly -- was equally revealing. It is these observations, recounted alphabetically by student initials, that follow.

L.C.

Her mother exclaimed earlier, "She could have had a four-year scholarship in legal training at Coe" (a private college in Cedar Rapids). But because the years needed to achieve this seemed threatening, L. chose instead a related but less demanding alternative -- training as a legal secretary. Thus it was that we held our interview in the conference room of the law firm where she now works.

When I entered, L. was alone typing at her desk. It did not take us long to get reacquainted. She expressed an easy confidence and appeared alert and eager about her position -- even though still a young girl in manner and appearance. She wore beige slacks and a white scoop-necked cardigan over a white cotton t-shirt. This covered a figure that had gained a bit since our last meeting. The friendly banter that occurred when one of the lawyers was in the room a few moments, told me she was well-liked and appreciated.

As we talked together later in the conference room, I wanted to say, "You could have made it at college." But I knew she was fearful that the academic demands would swamp her abilities. Learning to be a secretary at the local junior college seemed a more practical route. And it was obvious that she was happy to be making it on her own. Nevertheless, I could not help but feel that if she does not get married too soon, she may discover potentials that can be gratifying throughout her life.

R.C.

R. works as a receptionist and legal secretary in a downtown Cedar Rapids law firm where the senior secretary, R. told me, has worked for fifty years. The interview was held during R.'s lunch hour in the conference room of the firm's suite of offices.

From our meeting in 1976, I remember R. as a meticulously groomed high school senior. She is lovelier still, with a voice that is deeper and richer. She wore a blue cowl-necked blouse under a chiffon-type cover blouse. Rust-taupe nails perfectly matched one color in the blouse. Her shoulder-length hair was loosely curled. Although R. appeared poised and self-contained, she volunteered after the interview that she is uncomfortable conversing in group situations. With one or two people she knows, she is fine. Working at the office has helped. But group small-talk is beyond her at this point. She expressed appreciation for my unprompted comments about her maturity. On our way to the elevator she spoke of enjoying the interview. She was on her way downstairs to return the empty can of sugar-free pop which comprised her lunch. "I'm dieting," she confided. "Maybe when you come next time, I'll be married," were her parting words as I got on the elevator.

T.C.

There was distinct pride in Mrs. C's acceptance of her daughter's sense of independence and ability to maintain her own apartment. And she seemed grateful to be able to say that "C. is no longer living with her boyfriend, but they are planning to be married." The heartache of the mother of two years ago had subsided.

These remarks I received earlier during the parent interview. Now, as I entered the one-bedroom, second-floor apartment -- by outside stairs at the end of units arranged motel fashion -- I could understand the mother's pride. The apartment was orderly, and T. told me she had paid for all the furnishings including a picture of a sailboat hung over the TV that she painted from a kit. Later in the interview she volunteered that the two afghans thrown over the sofa and chair were probably her best evidence of an ability to persevere. The spice shelves I noticed in the kitchen suggested she might be enjoying cooking. I wish I had asked.

T. has beautiful, clear, blue-green eyes; long, fashionably curled honey-colored hair; and is slim as a pencil.

I think I was most impressed by the spirit of reconciliation that now prevails between T. and her family -- especially with her mother. She did not mention her father specifically, but she spoke warmly of a recent visit home and having dinner with the family. She asked her mother if she could come home for dinner on Mondays.

D.F.

I interviewed D. in his family's apartment above their business -- an auto-repair garage located in an industrial area of southwest Cedar Rapids. I took the outside wooden stairs -- carefully cleared of snow -- to the front door and knocked. As I waited, I could see through the window an entryway leading to a room at the left containing a small rug, a washer-drier, and a dog. The dog and washer were in operation as I knocked!

Thinking I might save myself a trip in the cold later in the evening, I had stopped by previously at 6:30 on my way home through town. As it turned out, however, the family -- including visiting children -- was seated around a large, rectangular table in the kitchen eating supper. Obviously this was not a good time for an interview, so I left, returning an hour later. This time the table was clear and the father was seated in the living room reading the paper with the television on (a sofa and two recliners facing the TV were the only living room furniture). The mother welcomed me by placing two large, lighted candles on the table for the interview. She stayed with D. and me a few moments while I explained the study. She expressed interest and appreciation and then excused herself, taking the recliner next to her husband. At no time while I was there did I hear Mr. F. speak.

The roomy kitchen was immaculate, without frills, but with corners equipped for a variety of activities. The dishwasher ran throughout the interview. Mrs. F. said later there had been six to dinner, although many times there are nine.

D. is now very tall, well-built, and handsome. Smiling readily, he seemed interested in the study, willing to respond to the questions, and curious about how the others in the study were doing. We chatted for several minutes after the tape had been turned off. He now has a girl but no wedding plans. "Mom says that's a long time off yet."

M.F.

I met with M., a freshman at the University of Iowa, Iowa City, in his basement room of a large fraternity where he has just been pledged. M. was very cordial, and we chatted amiably amid the decor and paraphernalia typical of student living quarters. He told of helping develop -- as part of his pledge commitment -- a "work out" area across the hall containing body-building equipment. His own impressive shoulders and arm muscles indicated he was "keeping in shape" with the same dedication he exhibited when in high school.

When I interviewed M's mother in Cedar Rapids, she was troubled about her son's meager writing ability, wondering if this could be remedied. Now the son, reluctant to say how he was doing academically, echoed his mother's distress. He grimaced when giving his grade-point average. However, in spite of the academic concerns, both mother and son seemed resolved to see things through together.

D.G.

When interviewing D.'s mother she told me her daughter was attending Iowa Wesleyan in Mt. Pleasant. Later I was able by phone to set up a meeting with D. for Wednesday evening -- the day my husband and I planned to begin our trip home. Mt. Pleasant is in the southeastern part of the state, an easy hour's drive from Iowa City which is about 25 miles south of Cedar Rapids. So, after our four-o'clock meeting in Iowa City we headed south on highway 218 through the wintry countryside -- more picturesque than the city streets lined with dirty plowed snow. For a week we had made our way carefully around a frozen city. Now it was good to be out on the road.

We arrived in Mt. Pleasant after dark, got no answer to our phone call to D., but someone in the campus library told us how to get to the dorm. By the time we arrived, D. had returned from dinner. After a brief conversation in the lobby, D. and I climbed two flights to her room -- characteristically decorated with many pictures and pennants pasted on blue cinderblock walls. The furnishings included a low bed, desk and lamp, and a stereo.

During the interview D. told me that an important modeling influence was her girlfriend, Angie, who lived down the hall. Later, Angie -- a beautiful, vivacious, and charming black girl -- bounced into the room. It was easy to see why D. chose her as a model. During the interview I was struck by D.'s disclosures about how she was learning more about herself. She viewed this as a time of considerable growth, though she was unsure if she would get the necessary grade in chemistry to stay in nurse's training, and anticipated with considerable trepidation living at home again in the summer with her father.

Ph.H.

With understandable pleasure, Ph.'s mother said her twin boys -- both subjects in the 1964-5 Cedar Rapids First Grade Study, but only Ph. a subject in Twenty Lives -- were in college: P. attending the University of Chicago majoring in international law, and Ph. nearby at Northwestern University in Evanston studying international economics. Ph.'s career direction, she exclaimed with enthusiasm, was progressing as planned. His summer job with the gas company had been only so-so, but it brought in money needed for school.

After overcoming conflicts with final exams, vacation schedules, and the times my husband and I could be in Chicago, Ph. and I settled on a mid-March date for an interview. I had hoped to see his brother also, but this could not be worked out.

Ph. lives in one of the large, older dormitories off Sheridan Road near Lake Michigan. He was in the living room with other students when I entered, and if he had not spoken first, I would not have recognized him. We held the interview in his room -- a single, simply and pleasantly arranged with fifty or more books on shelves above his bed. A small stereo was in the corner.

Our forty-five minute discussion was extremely satisfying. This young man, by now very good looking, was unselfconscious, confident, and friendly. His interest in sports continues ("Northwestern doesn't win at anything, however"), but his main desire is to prepare himself thoroughly for graduate law school. From the standpoint of his grades (a 3.6 on a 4.0 scale), if not his finances ("It depends on whether Dad can afford it"), it would appear achievable.

During the 11th grade interview, Mrs. H. said she felt her boys had not performed well in first grade because of the low opinion of Blacks held by their teacher. Under the influence of a more experienced second grade teacher they had gone to the top of the class.

I felt especially proud of Ph., was grateful to witness his progress, and am confident about his future.

T.H.

T.H. is the first case-study to buy his own home, and I was eager to see how it was working out. T. seemed pleased to have me come. His father told me that T.'s house was across the street from the family home.

The family lives in southwest Cedar Rapids where the homes are small but usually well-kept. Several big industrial plants are located in this part of the city. At the time of our earlier interview, T.'s father worked at Link Belt Speeder, a large-equipment manufacturer.

As I entered T.'s small living room from the porch, I was struck by the smell of roast beef and the sturdy, rustic quality of the sofa and large easy chair. These, plus a small, long, low table by the window and an occasional chair near the front door, comprised the living room furniture.

The Super Bowl game was about to begin when I entered. As I was taking off my coat and setting up the cassette recorder, I was joined by T. who, since greeting me at the door, had fixed himself a roastbeef sandwich. Soon his younger brother, who currently lives with T., joined us -- also with a roast-beef sandwich.

T.'s hair is shoulder length and curling. He has grown markedly since high school, is still slender, and seems to meet life realistically if with a slightly sardonic manner. He is biding time by working in the factory. He cannot qualify as a state patrol officer until he is 21 -- which is his next career goal. In the meantime he wants to establish as much security in his life as possible. He considers his younger brother tolerantly but with amusement because his brother tends to be more venturesome than T. One feels that T.'s life will probably proceed predictably with a minimum of surprises.

J.J.

After an easy fifteen-minute drive from downtown Cedar Rapids, I arrived at J.'s parental home -- an attractive, relatively new, corner split-level in a recent development almost denuded of trees. I parked behind the house, knocked at the lower door, and was greeted by J. who led me through the garage to the family room on the same level. Here we held our interview.

J. is taller and has filled out since we last met two years ago. I had forgotten that his left eye is slightly crossed, but this does not mar his infectious charm and lively demeanor. Given a few years experience and some understanding guidance, I can see J. carrying off with distiction a role requiring assurance and sophistication. At present, however, he is restive working at a nearby MacDonald's -- the only job he could find after bungling his first year at Iowa State in Ames. He freely admits he was unable to handle his time, money, or academic responsibilities. Now he is troubled about what to do with his life -- not an unfamiliar lament! My few positive words of encouragement met with appreciation. His comment, "I wish my mother could see it that way," implied conflict with an anxious parent. Fortunately, J.'s models still include his father whom he affectionately described as "the best dad you could have!"

M.K.

M. met me at the door of a small, white frame house located in southwest Cedar Rapids. He seemed taller and, in spite of the many physical problems he has had, appeared healthier. Parked in front of the house was a small trailer home, which may serve as sleeping quarters for M. or his sister. Only one other bedroom, to the left of the front door, was evident.

The house was warm, and M. told me during the interview that they had recently installed new parts for all the windows. Mr. K. confirmed this when he came home. "A very expensive job," he said.

When I entered, the television was on to a popular sitcom. M. sat in a large, well-used easy chair placed in a corner by the front window. I sat on an equally well-used sofa with a pillow at one end that suggested M. had been lying down before I came in.

Before we had talked very long, M. had to go for cough medicine. As I waited, I noted two shelves with knickknacks hanging over the television, a basket of clean laundry on the floor by the front door, scrap pictures tucked about, and a tattered picture of Jesus high on the wall by the door leadign to the kitchen.

During the interview N.'s responses were usually prefaced by a nervous laugh as though the questions provoked thoughts he was not used to formulating. When his father came in, he did not speak to either of us. M. told him the mail was on the television set, which he got and then went into the kitchen. Later he came out to go into the bathroom, which opens onto the living room, to wash his hands. After the interview I went to the kitchen door and chatted briefly with the father. As I got ready to leave, he told me about growing up in Marion (a suburb of Cedar Rapids), his later move to Cedar Rapids, and about being a machinist for sixteen years. During the discussion M. did not speak. Finally he exclaimed, "He can remember all those details about all that kind of stuff, but he don't even know when I was born." "I do too," said the father. "OK, when?" "Well, you're 19." "When was I born?" "Well, it was around Mother's day." "When?" "May 13th!"

Nothing more was said, and I left quickly. I was tempted to believe this might have been the longest exchange these two had had in some time. Suddenly here was this star-gazing, constantly hospitalized boy daring to give vent to his deepest feelings. And his father feeling the press to give a quick response for the stranger to approve. Maybe following the road in a "semi" -- M.'s hope for a career -- will give some shelter to the bleak expectations smoldering in him.

S.K.

I had quite a time coming up with the right S.K. By mistake I found the telephone number of another young man named S.K. who graduated from high school the same year as the S.K. I thought I was contacting. I even went so far as to have a forty-five minute interview with this boy's mother and a ten minute interview with him before realizing he was not the S.K. I interviewed two years previously. It was an involved mixup that included a three-hour wait for a missed appointment, extra telephone calls, a new appointment set, and a drive on a cold day to a second-floor apartment reached by stairs covered with well-trampled snow. Nevertheless, though unexpected, the experience proved informative -- especially after my easily-arranged interview with the correct S.K. at the Cedar Rapids Board of Education building. The two boys, for example, were drawing unemployment compensation during the winter. The wrong S.K. was enjoying "forced" leisure from construction work. "Oh, we take trips and stuff," he said self-indulgently. The right S.K. filled his time of "forced" leisure working on his car because he did not like his job at the Amana Refrigeration Company.

The impression that most struck me was that S.'s attitude had changed markedly since our high school interview. Before, he hated what he was doing and could not wait to get out of school. Now he appeared more at peace, if undirected. I sensed his concern that he was mainly marking time. He had no overriding commitment, though he is still interested -- as he was during high school -- in photography and car repairing.

I suggested he call or write about job possibilities to a friend of mine who works for Ford Motors in Detroit. S. said he was willing to relocate outside Cedar Rapids. (At a later date I gave my friend the boy's name.) In addition, I introduced him to an administrator in the Board building whom I felt might have some ideas about employment. S. was genuinely grateful, even a little surprised, that someone would take unsolicited interest in his welfare.

E.L.

If I were to highlight any one aspect of the interview with E.L., it would be the warm family relationship I sensed. No sooner had I been seated in the living room, when Mrs. L. was telling me of E.'s decision to live at home after high school graduation. "We were sitting here after his graduation much as we are sitting today," she said, "E., his father and me, talking about E's future, when he said 'Oh, I think I'll stay right here. I know when I'm well off. I don't have to pay rent, and I get good meals.'" This was stated with such a twinkle, that I knew Mrs. L. was pleased about her son's decision. I also wondered how a woman so young and fresh could have four grown, or almost grown, sons. This family closeness came through again when, after the interview, I was introduced to a younger brother studying at a table in the kitchen. In our brief conversation the brother said he liked music much more than the English theme he was trying to write! He said he felt thwarted by his family bugging him about his noisy practice sessions on the trumpet. This was all said in an easy, brotherly banter, the overriding spirit of which was affection strongly interlaced with tease.

When I arrived E. was in the basement, but he soon joined us in the living room. He was building an oscilloscope -- he had to go downstairs to check the spelling -- which, when finished, will help him in his electrical work. (When I later interviewed T.H., E.'s friend and also a subject in the study, he commented approvingly on E.'s interest in electronics. "He got started early enough in high school to be able to to do something with it.")

As with some of the other boys in the study, I was impressed with E.'s size. He is well over six feet and has filled out muscularly. He did not wear glasses, as he did during the previous interview, but he had been diagnosed as color blind. Apparently this occurs only under certain situations, for he was able to distinguish colors pointed out in the room. He spoke deliberately, but easily, of his experiences since high school, of his intention to return to vocational college for more study in electronics, and of his current project building the oscilloscope. His manner, like his mother's, was unhurried, open, and pleasant. I came away feeling grateful for the directness and lack of pretense and apology in the family. In fact, the very sparseness of the furnishings in their small house served (in contrast to the research finding that quantity of things -- socio-economic status -- determines the quality of personal development and degree of maturity) to set off the family members as people of importance and dignity.

C.Q.

After several tries throughout the week, I finally reached C. by telephone on our last night in Cedar Rapids. Fortunately the next day was her day off, so she invited me to visit her that morning in her trailer in Hiawatha -- a rural suburb of Cedar Rapids. Previously her father had indicated she lived in trailer court named "Belly High!" He had similar difficulty pronouncing his doughter's married name, which he was also unable to spell. The trailer court, of course, turned out to be Bali Hai, whose street names -- Samoa, Coral Reef, and the like -- seemed wistful in the subzero Iowa weather with snow drifts piled about.

Despite what the father's seeming lack of awareness of his daughter's married status might suggest about his relationhip with his daughter and new son-in-law, the pieces of furniture proudly displayed by C. after our interview were a meticulously crafted bed and dresser made by him as a wedding present. "It has to be perfect or he won't do it," was her mother's later comment (telephone interview) about the gift.

The trailer was carefully arranged: yellow curtains and tablecloth completed the kitchen area; inexpensive but comfortable sofa and chairs along with stereo, records, and television furnished the living room area. The next room down the trailer hall was used as a sewing room and bore signs of recent use; the last room in the trailer was the bedroom, housing the father-built furniture -- with a dressing table yet to come, C. added. All in all, it was an attractive accomplishment for a nineteen-year-old working girl and new husband as their thoughts turn to establishing a family and buying a house.

C., herself, is an attractive girl of medium build, shoulder length brown hair, and an extremely pleasant face. Her companion, a bulging-eyed Pekinese, lavished affection on both of us and then settled in C.'s lap during the interview.

V.S.

When I was in Cedar Rapids in January conducting interviews, I called V.'s parents and unexpectedly found V. at home for a weekend making plans for a June wedding. After considerable maneuvering with our calendars, V. and I were able to set a March interview date at Clark College, a private Catholic institution in Dubuque, Iowa, where she is a sophomore.

On the scheduled March day I arrived at V.'s dormitory to find her waiting in the lobby. With little trouble we located a secluded spot in an upstairs lounge where we held the interview.

V. is slender, about five-foot-five, with shoulder-length brunette hair parted slightly off center. She wore jeans, a soft shirt, and appeared relaxed, if a bit reserved. As we talked, V. expressed concern about the financial push her family was making to keep her in college, as well as the academic pressure she was under. In fact, the closest she came to enthusiasm was when she told of changing her major and the opportunities to participate in musical activities this has afforded. Perhaps these activities are helping her meet the aesthetic needs she has been attempting to satisfy for several years.

By the time the interview was over much of V.'s reserve had dropped away and she became genuinely friendly. On our way to the lobby to meet my husband she took me by her room to show me the number of books she had. As we continued, I realized that wedding bells may not always ring with pastoral clarity, for when I jokingly called her "Mrs.," she took my arm with a laugh of anticipation that contained just a touch of anxiety.

D.U.

D. attends Iowa State University in Ames on a basketball scholarship. Originally I intended to drive to Ames for the interview. However, D. was home in Cedar Rapids during my visit in March, so I interviewed him there.

What an imposing guy! The contrast between D.'s size and the meager dimensions of the living room was striking! I had the feeling this young man was about to burst from the financial and cultural limitations of his childhood -- if only he can make it through college. I am sure his mother feels the same way. She met me at the door of their tiny, white clapboard house located alongside some railroad tracks. She is a friendly, open woman who remained with us during the interview.

The only significant piece of funiture in an otherwise impoverished setting, was a color television. At the time D.'s younger brother was watching a basketball game. Although there was little evidence of material possessions in their home, there was much evidence of spiritual fortitude.

Both boys were in the back yard shooting baskets before the interview. Now these three, of a four-member family, settled themselves in the room, apparently curious as to what the interview would be like. (The fourth family member is an older daughter who was not at home at the time.)

My impressions of the family were those of decency, dedication to work, and delayed rewards. Mrs. U. is now employed full-time as a secretary working with abstracts. D. works during the summers and coaches prospective basketball players as part of the training he hopes will lead to a coaching career.

When I left, their small dog, tied up in the yard, barked -- and wagged! -- furiously. The yard stretched straight back to the railroad tracks. I had the distinct feeling that this family was on the "right" side of the tracks.

B.W.

B., a friendly and outgoing young man without noticeable hangups, readily offered to be interviewed at the Cedar Rapids Board of Education building during his lunch hour. He was home from Luther College in Decorah, Iowa (whose academic program includes scheduled recesses for student-intern training), on a three-week assignment with a local lawyer. As yet, B. is not settled on his career direction, but the present experience is proving to be satisfying.

Since our high school interview two years ago, B. has come to feel he was shortchanged by the writing program he had in the Cedar Rapids schools. At the time he had a positive interest in writing. Now, however, he is chagrined to realize that interest is not enough. His college roommate, who had high school English training in another state that included weekly themes, keeping a journal, and considerable teacher guidance, is able, according to B., to "whip off" well-composed papers with little effort. By contrast, B., who works hard to achieve the standard of perfection he sets for himself, feels much less assured. Nevertheless, from a conversation B. and I had with a friend he met in the hall after our interview, it came out that B. is studying diligently and is actually doing very well at Luther. He was grateful to his mother who, on occasion and by mail, types up some of his written work. This shows remarkable planning considering the last-minute tendency of many college sophomores.

It should also be noted that B. was impeccably dressed in a brushed suede suit, vest, and matching shirt and tie which, for a possible future lawyer, he carried off with an appropriate light and easy manner.

C.W.

C.is living with her parents in northwest Cedar Rapids until her wedding in February. I was late arriving because I misunderstood C.'s directions -- which is easy to do if Cedar Rapids' unique street layout is not clear in mind. A phone call to C. from the "wrong" side of town set me straight. There are hazards to conducting on-the-spot interviews with a tight schedule!

The change that has occurred in this girl's manner, appearance, and attitude since we were together two years ago is dramatic. Before, she was outgoing, attractive, and ready to move ahead. Now she was subdued, had lost her clear complexion, and seemed withdrawn. It was quite a shock, for C. had been considered one of the "most likely to succeed" among the 11th and 12th graders in this study. She said she has been attending a Bible Institute, and this had altered her religious convictions. She now feels regret for her "frivolous" high school activities -- such as basketball and playing in the marching band. She also feels her health is not good. Her upcoming marriage is eagerly anticipated, but she has drawn away from her family. "They watch television. I no longer do." All this was a startling difference from the 1975 interview when a "very verbal" mother and "warm-hearted" daughter showed appreciation and love for each other.

Parent Responses

The investigator interviewed each of the 20 parents (one of whom was a father) by telephone or in person. In addition to obtaining the subject's current address and telephone number, five questions were asked.

1. Where is your son/daughter now?
2. What is he/she doing?
3. Has his/her career direction progressed as anticipated--by you? By him/her?
4. Has anything happened to him/her which you consider important?
5. Are there other items which might be of interest concerning him/her?

The following presents the results of each question by groups.

Location of Students

Table 30 (see Appendix D) shows that, of the 20 students, 13 (65%) were living in Cedar Rapids; 5 (25%) were attending various Iowa colleges outside Cedar Rapids; 1 (5%) was in college in Chicago; and 1 (5%) was on a naval vessel near San Diego.

Student Occupations

Of the 20 subjects, 7 (35%) were students at the time of the interviews, three of whom were in Group 4. Only one subject each from Groups 1 and 2 was in school, although others had attended school the previous year.

The next largest group (20%) were four girls, two employed as secretaries, one as a bank teller, and the fourth as a general office worker. Two of these subjects were in Group 1 and two in Group 4.

Three subjects (15%) were employed as a waiter, a waitress, and a cook/cashier (this subject was not interviewed because of illness). Two subjects (10%) were factory workers.

The remaining four subjects (20%) were a naval radioman trainee, a statewide laundromat serviceman, a housewife (subject could not be located), and one who was unemployed.

Career Directions

The parents were asked to view Question 3 from two viewpoints: (a) "Has his/her career direction progressed as anticipated--by you?"; and (b) "Has his/her career direction progressed as anticipated--by him/her?"

Parent's view of subject's anticipated progress. In response to Question 3a above, 10 parents (50%) answered affirmatively, 6 (30%) negatively, and 4 (20%) gave no response (NR). (See Table 33, Appendix D.)

Parent's view of how subject viewed his/her anticipated progress. In response to Question 3b above, 7 parents (35%) said the subject's career had progressed as the subject anticipated, 7 (35%) said the subject's career had not progressed as the subject anticipated, and 6 (30%) did not answer the question directly even though they may have given some comment. (See Table 34, Appendix D.)

Other Happenings of Importance

This question elicited a variety of responses from the parents. (See Table 35, Appendix D.)

Other Items of Interest

This question also elicited a variety of responses from the parents. (See Table 36, Appendix D.)

Student Responses

During the interviews with the twenty parents, it became evident that two students would probably not be available for interviewing: one because of severe illness, and the other because an inopportune marriage had caused the parents to disown her, and they did not know where she was. Of the students who were available, seventeen were interviewed personally in a variety of settings, and one naval recruit was interviewed by mail.

Summaries of the twenty-five items on the student questionnaire, and their supporting tables, follow. Where warranted, conclusions are offered with some of the findings.

Table 1

What have you done since high school?

Group	n	No. in College with summer jobs	No. employed who attended voc. college	Fully employed	College drop-outs now employed	Unemployed	No. in high school	In Navy
1	4		1	1			1	1
2	4	1	1	1		1		
3	5	2		1	1	1		
4	5	3	1		1			
Total	18	6 (33%)	3 (17%)	3	2 (11%)	2	1 (6%)	1

1.1 Findings. Sixteen of the 18 subjects are either in college, employed (in white- or blue-collar jobs), or both. Six of these attend college and work during the summer (three in Group 4, two in Group 3, one in Group 2, and none in Group 1). Out of the eight employed subjects, three had attended vocational colleges (from Groups 1, 2, and 4), two are college dropouts (from Groups 3 and 4), and three had had no post-high school training (from Groups 1, 2, and 3). Of the remaining two of the sixteen, one (J.B., G1) is still in high school having been held back because of poor health.

Two subjects (from Groups 2 and 3) are unemployed.

Of those in Groups 1 and 2, one (D.U., G2) attends a university (his sports activities have offered him opportunities to travel) and two attend vocational colleges. From Groups 3 and 4, however, five are in college (two in Group 4 are at universities) and one (L.C., G4) has had vocational training. Of the ten subjects in Groups 3 and 4, eight chose college or vocational training -- though two have dropped out -- while one is employed and the other unemployed. Out of the eight subjects in Groups 1 and 2, three have attended, or are attending, college. A fourth is in the Navy. Of those employed full time, four are in Groups 1 and 2, and four are in Groups 3 and 4.

Table 2a

Have your career plans progressed as expected?

Group	n	Number progressing	Number not progressing	Plans not well defined
1	4	2	1	1
2	4	3	1	
3	5		4	1
4	5	4		1
Total	18	9 (50%)	6 (33%)	3 (17%)

2a.1 Findings. Of the 18 subjects, 9 (50%), from Groups 1, 2, and 4, felt their career plans were progressing satisfactorily. Table 2a shows the distribution across these groups. None of the 5 members of Group 3 were satisfied with their progress. Actually, the career plans of three subjects, from Groups 1, 3, and 4, were still not clearly defined. One subject (R.C., G1) said she never had a career plan, now or when in high school. She seemed happy, well adjusted, and undisturbed by this. The two others recently took up new, unfamiliar situations that have forced them to reassess old habits and values.

The members of Groups 2 and 4 seemed to have a greater sense of direction than those in Groups 1 and 3. For the most part, the career plans of the Group 2 students are progressing well or will be shortly. Some Group 4 subjects are in the process of elaborating, or specializing in, their particular areas of activity.

Only two of the Group 1 subjects were satisfied with their progress, though all four accepted their plan-changes without regrets or guilt.

The Group 3 subjects, who were the least content, seemed restless, as if still searching for self-realization. This appears corroborated in this Group's answers to Question 2b.

Table 2b

What do you consider the successes of the years since high school?

Group	n	Education	Self-realization[a]	Material goods	Employment	Finances	Marriage	Personal relationships
1	4	1			2[b]		1	
2	4	3	1	1		1		
3	5	1	3	2				2
4	5	4	2			1	1	
Total	18	9 (35%)	6 (23%)	3 (12%)	2 (8%)	2	2	2

Note: These percentages are based on 26 responses

[a] "Self-realization" means the subject seeks to understand himself better.

[b] One subject in this group (J.B.) was not sure his Navy experience was a success.

2b.1 Findings. Nine (50%) of the 18 subjects felt their post-high school educational experiences were successful. Six (33%) thought they were succeeding at self-realization, while three (17%) judged themselves successful in acquiring material goods. Eight (44%), two from the categories of employment, personal relationships, finances, and marriage, felt they had been successful. Those in Groups 2 and 4 viewed education more positively than those in Groups 1 and 3. The Group 3 members mentioned self-realization, personal relationships, and material goods as successes, while those in Group 1 stressed their success in employment. (This group also mentioned these qualities in their answers to Question 25 concerning future goals.)

On the whole, those in Groups 2, 3, and 4 were more verbal and had a wider range of responses than the Group 1 subjects concerning their successes. Group 1 members seemed to have modest expectations that they are fulfilling in a simple and straightforward manner.

Table 2c

What do you consider the failures of the years since high school?

Group	n	No. of failures	Education	Personal relationships	Employment	Wasted time	Finances	No response
1	4	3						1
2	4	2	1		1			
3	5	2	1	1		1	1	
4	5	2	2	1				
Total	18	9 (47%)	4 (21%)	2 (11%)	1 (5%)	1	1	1

Note: These percentages are based on 19 responses from the 18 subjects.

2c.1 Findings. Nine (50%) of the 18 subjects felt they had had no significant failures since high school. These subjects were fairly evenly distributed across the four groups. One subject (B.W., G4) commented that sometimes those who have failures will later "block them out of mind." Of the subjects who felt they had had failures, most (4 or 22%) were in school. Two had failures in personal relationships, a third with his finances, and a fourth in employment. One person felt he had wasted his time, and another gave no response to the question.

In terms of the groups, no subject in Group 1 identified any failures since high school. The Group 3 members, on the other hand, reported the most failures. They seemed preoccupied with insecurities and lacked a sense of direction.

Table 3

What is your living or family situation now?

Group	n	Living at home	Living away from home with someone
1	4	1	3
2	4	2	2[a]
3	5	2	3
4	5	2	3
Total	18	7 (39%)	11 (61%)

[a] One subject lives alone.

3.1 Findings. Seven (39%) of the 18 subjects, now in their fourteenth year beyond first grade, still live with their parents. Of the remaining eleven (61%), ten live with someone -- five in college arrangements and five in other settings -- and one lives alone.

In Group 1, one subject is in the Navy, one lives with his parents, another with her sister, and one with her husband in their own home. In Group 2, two live at home, one away from home in her own apartment, and one in a college dormitory. In Group 3, two live at home and three away from home. In Group 4, two live at home and three at college.

None living at home was attending college although one away at college said he lives at home during the summer. This was probably true with some of the other college students.

3.2 Conclusions. With the exception of two boys (M.K., G1 and S.K., G3), these subjects have positive and supportive ties with their parental families. Even those living away from home -- which are the majority of the subjects -- make frequent visits. This would lead to the conclusion that the concept of "family" -- at least with this small but significantly selected sample -- is still alive in Cedar Rapids, Iowa.

Table 4

Have there been changes in your immediate family?

Group	n	No changes	Siblings leave home	Siblings marry[a]	New babies	Siblings divorce	Family deaths
1	4	1	2	1	1	1	
2	4	3	2		1		
3	5	2	3				1
4	5	2	1	2	1		
Total	18	8 (33%)	8	3 (12%)	3	1 (4%)	1

Note: These percentages are based on 24 responses.

[a] One response (L.C., G4) was an engagement.

4.1 Findings. Out of 24 responses from the 18 subjects, 8 (33%) said there had been no changes in the home life of their parents and siblings. Eight others, however, said that siblings had left home of which three were married, one engaged, and three had -- or were about to have -- babies. A death had occurred in one family and a sibling divorce in another.

Those reporting the most changes were in Group 1 with five responses, Groups 3 and 4 were next with four responses each, followed by Group 2 with three responses.

4.2 Conclusions. The data suggest that these subjects come from fairly stable homes. Brothers and sisters leaving the family, getting married, having babies, and, in one instance, a death, are all changes to be expected. Even a divorce is not unusual. Such change determinants as family socioeconomic status, compatibility, sense of caution, number of children, their birth order and age, may be some of the reasons why the Group 1 subjects had the most changes and the Group 2 subjects the least.

Table 5

What is your current income?

Group	n	Below $1,000	$1,000 to 5,000	$5,000 to 8,000	$8,000 to 12,000	$12,000 to 15,000
1	4	1		3		
2	4	1	1	2		
3	5	1	2	1	1	
4	5	2	2	1		
Total	18	5 (28%)	5 (28%)	7 (39%)	1 (6%)	

5.1 Findings. Seven (39%) of the subjects earn annually between $5,000 and 8,000, five (28%) between $1,000 and 5,000, and five earn less than $1,000. Only one earns between $8,000 and 12,000 annually.

Obviously these young people are at an age when their earning power is minimal. Several are in school, some with typical summer jobs. It is noteworthy, however, that in spite of the employment situation for teenagers, only one of the 18 subjects receives unemployment compensation.

Table 6

In your present position do you feel (a) secure, (b) respected, (c) fulfilled or (d) that you belong?

		a				b				c				d			
Group	n	Secure				Respected				Fulfilled				Belong			
		+	±	-	na	+	±	-	na	+	±	-	na	+	±	-	na
1	4	1	1		2	3	1			1		1	2	2			2
2	4	3			1	3			1	3		1		3			1
3	5	1	2	1	1	4	1				3	1	1	1	3	1	
4	5	3			2	3	1		1	3			2	5			
Total	18	8 (11%)	3 (4%)	1 (1%)	6 (8%)	13 (18%)	3 (4%)		2 (3%)	7 (10%)	3 (4%)	3 (4%)	5 (7%)	11 (15%)	3 (4%)	1 (1%)	3 (14%)

+ = positive, ± = qualified positive, - = negative, na = no answer

Out of the 72 possible responses from the 18 subjects,

54% (39 resp's) feel secure, respected, fulfilled, or that they belong.
17% (12 resp's) feel qualified secure, respected, fullfilled, or that they belong.
7% (5 resp's) do not feel secure, respected, fulfilled, or that they belong.
22% (16 resp's) did not give a judgment on one or more of the four attitudes.

6.1 Findings. These subjects are now in those post-high school years when often parental ties are still strong and future possibilities unclear. Thus, it might appear remarkable that 39 (54%) of the responses from these low-readiness-in-first-grade students to these four attitudes (feeling secure, respected, fulfilled, or that they belong) are positive. Table 6 indicates, by combining the positive and qualified responses, that 16 (89%) of the 18 subjects feel respected, 14 (78%) that they belong, 11 (61%) secure, and 10 (56%) fulfilled. This is a very good showing indeed for students classed as high risk potential when entering first grade.

The table also shows that Groups 2 and 4 had the greatest number of positive responses (13 and 11 respectively) and Groups 1 and 3 the least (8 and 7 respectively).

Further data (see student interview transcripts, Appendix C) reveal that three members of Group 2 (D.F., D.U., T.C.) and three members of Group 4 (L.C., Ph.H., B.W.) felt uniformly positive about the four attitudes. One member of Group 3 (J.J.) gave qualified positive replies to these attitudes, and one member of Group 2 (E.L.) was unwilling to commit himself regarding any of the attitudes.

The responses to the four attitudes from each of the other ten subjects varied between positive, qualified positive, negative, or no answer. Naturally, one cannot know what the subjects' were thinking when not responding to some of the attitudes. They may never have related them to their own experience or understood their significance, so they were not ready to make a judgment. Nevertheless, from personal contact with the subjects, the investigator feels that a fuller realization of these attitudes in the future is possible for them.

Table 7

Would you be willing to move if it meant
a better job or educational opportunity?

Group	*n*	Willing	Maybe	Unwilling
1	4	2	1	1
2	4	1	2	1
3	5	3		2
4	5	2	2	1
Total	18	8 (44%)	5 (28%)	5 (28%)

7.1 Findings. The subjects in Groups 1, 3, and 4 evidenced more willingness to move away from Cedar Rapids (qualified by how far and degree of financial gain) than unwillingness. By contrast, only one of the four subjects in Group 2 was willing to move. It is interesting that the majority of these subjects were willing to make major life changes: to move from a stable middle- to upper-middle-class midwestern community to an area unfamiliar to them. Perhaps their willingness to exert special effort for a beneficial end is one of the qualities that has enabled them to progress as well as they have through their academic experiences.

Table 8

How has your health been?

Group	n	Excellent	Good	Fair	Poor
1	4	1	2	1	
2	4	4			
3	5	4	1		
4	5	2	2	1	
Total	18	11 (61%)	5 (28%)	1 (6%)	

8.1 Findings. Sixteen (89%) of the 18 subjects reported being in good or excellent health. However, the distribution of their assessment of their own health has shifted somewhat since they were junior or senior high school students. At that time their overall health condition showed that the Achievers "exhibited fewer physical problems (in relation to the Low Achievers) that would tend to negatively affect their school achievement." (Twenty Lives, p. 61.) By contrast, in this 14th year since first grade, three of the Group 4 Achievers reported serious health problems (M.F. a bad knee, Ph.H. a heart murmur, C.W. general bodily infection and rundown condition), whereas all the Group 2 Low Achievers felt they were in excellent health.

8.2 Conclusions. The high school differences between Achievers and Low Achievers did not continue into adulthood. Perhaps the physical problems of the Achievers were not acknowledged when the subjects were in high school, or the difficulties did not appear until later when they began to meet more and continuing pressure to move ahead against odds.

Table 9

Where do you get your news?

Group	n	Television	Magazines	Newspapers	Radio	Word of mouth
1	4	4	1	3	1	
2	4	4	3	2	2	
3	5	4	4	2	1	
4	5	3	2	3	1	1
Total	18	15 (83%)	10 (56%)	10 (56%)	5 (28%)	1 (6%)

Note: There were 41 responses, but the percentages are based on 18 subjects.

9.1 Findings. It is not surprising that fifteen (83%) of the eighteen respondents indicated getting their news from several sources. And equally unsurprising is that more (15) get their news from television than any other source. Following this, ten (56%) also get news from magazines, nine (50%) from newspapers, six (33%) from the radio, and one (6%) by word of mouth. Three subjects (M.K., G1; V.S., G3; and C.W., G4) reported using a single source for learning the news -- either television, newspaper or radio.

After television, the members of Groups 1 and 4 generally chose newspapers as a source for news and Groups 2 and 3 magazines.

9.2 Conclusions. It is evident that these young people are generally availing themselves of several of the most accepted and most accessible types of media communication. This information does not of itself, however, mean that reasoning, analysis, synthesis, judgment, or critical thinking has, necessarily, been part of the process. This would be an interesting study to pursue in the future.

Table 10

How often do you attend movies?

Group	n	Monthly	Every two weeks	Weekly	Seldom	Never
1	4	1	1	1	1	
2	4	3			1	
3	5	1	1	1	1	1
4	5	1	1	1	1	1
Total	18	6 (33%)	3 (17%)	3 (17%)	4 (22%)	2 (11%)

10.1 Findings. Table 10 shows that 16 (89%) of the 18 subjects attend movies. The frequency of attendance, however, varies within and between groups. Personal interests -- hobbies, sports, school or job commitments -- appear to be the main determinants. Family backgrounds and values, of course, play a part.

Six (33%) of the 18 subjects attend movies monthly -- the largest percentage of moviegoers. Four (22%) seldom attend, three (17%) attend weekly, three every other week, and two (11%) never. The weekly and every-other-week attenders equal 34%; the seldom and never 33%. Thus, on the average one-third of the respondents see movies frequently, one-third occasionally, and one-third infrequently or never.

Table 11a

What are your favorite television shows?

Group	n	Sit-coms	Police/ detective	Sci-fi	Family adventure	Sports	Family drama	News documentary	Movies	Nature films	Adventure	Soaps	Variety
1	4	3	2	1	1		1						1
2	4	2	2	1	1							1	
3	5	2	1	2	1			1	1	1	1		
4	5[a]	2				2	1	1					
Total	18	9 (28%)	5 (16%)	4 (12%)	3 (9%)	2 (6%)	2	2	1 (3%)	1	1	1	1

Note: These percentages are based on 32 responses. [a]One subject in this group does not watch TV.

11a.1 Findings. Situation comedies received 9 responses (28% of 32) -- more than for any other category. Police or detective stories received 5 responses (16%), science fiction 4 (12%), and family adventure stories, such as "The Waltons" and "Little House on the Prairie," 3 (9%). News documentaries, sports, and dramas about family problems each received 2 responses (6%). One response each (3%) went to adventure stories, nature films, variety shows, and movies. One subject (C.W., G4) never watches TV.

All groups appeared to enjoy situation comedies. However, Groups 1 and 2 favored police or detective stories, Group 3 science fiction, and Group 4 sports. The Group 3 members had the widest interest range; the Group 4 members the narrowest. Only two categories that might be considered educational were mentioned: news documentaries and nature stories. Those viewing these programs were in Groups 3 and 4. Considering the popularity of soap operas, it is surprising that only one person (D.U., G2) named this category.

11a.2 Conclusions. It is interesting that, according to question 23b, the subject who listed TV as a modeling influence was the young man who said soap operas were his favorite programs! One wonders what percentage of the other subjects are unaware of how TV is a subtle modeling influence in their lives. Even though much of the TV watching these subjects do is a means of escape, a harmless fantasy experience -- as it often is for many of us -- concentrated doses of such watching must have some deleterious effect. It is unfortunate that few of the programs the subjects chose to watch are educational. But then why should that seem surprising when we notice the programs most people watch as indicated by the Nielsen Ratings.

Table 11b

How many hours a day do you watch television?

Group	n	Minus 1 hr	1-2 hrs	3-4 hrs	4-5 hrs	6-8 hrs	Hourly averages
1	4		1	2		1	3 3/4
2	4		2	1	1		3 1/4
3	5		2	3			2 2/3
4	5[a]	3	1	1			1 1/2
Total	18	3 (17%)	6 (33%)	7 (39%)	1 (6%)	1 (6%)	3 1/4

Note: Group averages computed from times recorded in each interview transcript.

[a] One subject in this group (C.W.) does not watch TV.

11b.1 Findings. Three respondents (17%) watch television less than an hour a day, six (33%) watch between one and two hours, seven (39%) from three to four, and one (6%) about five hours. However, one respondent, because of prolonged illness, watches up to eight hours a day, and another, because of religious convictions, never watches television.

These data show that 17 of the 18 respondents on the average watch TV a little more than two hours daily, with their individual viewing times ranging from one to eight hours. By groups, the average amount of TV watching is from 1 1/5 hours for Group 4 to 3 3/4 hours for Group 1. The viewing for Groups 2 and 3 ranges between 1 and 5 hours a day with the average about 2 3/4 hours.

11b.2 Conclusions. It is interesting to note, from Table 11b, that the amount of TV viewing for these respondents progresses through the groups in reverse numerical order with the Group 4 members watching the least (1 1/5 hours), the Group 3 members next (less than 2 3/4 hours), then Group 2 (2 3/4 hours), followed by those in Group 1 viewing the most (3 3/4 hours).

This order may relate to the fact that most of the regular-hour job holders are in Groups 1 and 2, while all but one of the college students are in Groups 3 and 4. Because of the all-hour demands of academic life, most college students do a minimum amount of TV watching. On the other hand, those in the work force often have evenings and weekends free for such viewing.

As might be expected, generally those who viewed television the most were unemployed, ill, temporarily out of school, or lacked alternative interests.

Where college students in this study are concerned, these findings corroborate the national trends reported in *The Chronicle of Higher Education* (Nov. 14, 1977) where Howard R. Bowen states:

> College alumni are less addicted to television than other people. When television was first introduced, they lagged behind the rest of the population in purchasing sets. Though they eventually acquired sets, alumni now spend less time as viewers, and their viewing is weighted more heavily toward news, documentaries, and programs of educational stations. (P. 13.)

Because the Group 4 college students spend the least time watching television, either by choice or necessity, it would be interesting to know if they had had any parental guidance, regarding TV viewing, when growing up. The schools may have some influence over the TV viewing habits of their charges, but usually little control. Did the parents of the Group 4 students, for example, exert the kind of control that led to the National Assessment of Educational Progress (NAEP) account that "the more homework the teenagers did and the less television they watched, the better they fared...."? (Herald-Telephone, Bloomington, IN, Nov. 7, 1977.)

Table 12

What are your current interests or hobbies?

Group	n	Sports	Music	Collections	Crafts	Art	Domestics*	Reading	Physical fitness	Vehicles	Nature study	Games	Education	Photography	Religion	Home imp.	Electronics	Mechanics
1	4	1		1			2				1	1						
2	4	2			1	1		1									1	
3	5	1	3	1	1	1			1	2			1	1		1		1
4	5	3						1	1						1			
Total	18	7 (22%)	3 (9%)	2 (6%)	2	2	2	2	2	2	1 (3%)	1	1	1	1	1	1	1

Note: These percentages are based on 32 responses. *"Domestics" means sewing, cooking, etc.

12.1 Findings. As Table 12 indicates, the 18 respondents engage in a wide range of interests and hobbies with sports being the most frequently mentioned--by seven subjects. If this is added to the two responses for physical fitness, a category associated with sports, the total is nine. Other categories receiving two responses were collecting things, crafts, art, domestic activities, reading, and vehicles. Music received three responses. Such categories as games, education, photography, religion, home improvement, electronics projects, mechanics, and nature study each received one response.

The greatest number of the responses for sports came from those in Groups 2 and 4. However, if the physical fitness responses are added, then the sports-related activities of the Group 3 members is equal to those in Group 2. Put another way: the Group 4 subjects have the highest interest in sports, and those in Group 1 the least, with those in Groups 2 and 3 about even.

The broadest range of interests or hobbies mentioned was among the Group 3 members: 11 out of 17 categories. Those in Group 4 have the narrowest: 4 out of 17.

12.2 Conclusions. Generally these respondents fill their free time with interests or hobbies related to jobs, educational commitments, home life, and so forth. Sometimes the scope of these interests or hobbies has been limited by responsibilities, finances, health, and socioeconomic background. With a few respondents, the creative impulse may have been dampened by these limitations.

Table 13

What are your feelings about reading now?

Group	n	Number positive	Number qualified[a]	Number negative
1	4	1	1	2
2	4	2	2	
3	5	4	1	
4	5	4	1	
Total	18	11 (61%)	5 (28%)	2 (11%)

[a] Generally the qualification was, "I read if the material is of interest." One subject said he reads "only under stress."

13.1 Findings. Eleven (61%) of the 18 respondents answered positively to the question "What are your feelings about reading now?" When the five (28%) who gave qualified responses are included, a larger percentage (89%) appear to be willing readers. There were only two (11%) negative responses (M.K. and R.C. in Group 1).

The Group 1 members were the least enthusiastic about reading. Two of the four said they did not like reading and one gave a qualified answer--"if it's interesting." Only one gave a positive response.

Of the four responses in Group 2, two were positive and two (D.U. and D.F.) were qualified--again, "if it's interesting."

The Group 3 and 4 respondents had the most positive feelings about reading--80% unqualified, 20% qualified, and no negatives.

13.2 Conclusions. From the responses, it is apparent that generally reading for these respondents is an accepted activity--especially when the material is of interest. This underscores interest as being a significant motivator in the reading behavior of such young people.

Table 14

What have you read in the last year?

Group	n	Magazines	Stories/ novels	Text bks/ technical manuals	Sports related	Religious	Newspapers	Hobby related	Counseling[a]	Reference bks
1	4	2[b]	2							
2	4	3	1					1		
3	5	3[b]		3		1	2[b]			
4	5	1	3	2	2	1			1	
Total	18	9 (32%)	6 (21%)	5 (18%)	2 (7%)	2	2	1 (4%)	1	0

Note: These percentages are based on 28 responses from the 18 subjects.

[a] "Counseling" covers psychology books, the Bible, marriage manuals, and mechanics (auto) manuals.

[b] Two subjects said they did not read books, but both read magazines and one reads magazines and newspapers.

14.1 Findings. Magazines were read by nine (50%) of the respondents; stories and novels by six (33%). Magazines were mentioned mostly by those in Groups 1, 2, and 3, while novel reading was distributed across Groups 1, 2, and 4. Textbooks and technical manuals were read by 5 of the respondents, all from Groups 3 and 4. Some who are students did not report reading textbooks, nor did they even mention the use of reference books. Perhaps they did not perceive the study of reference books as "reading," or perhaps they had courses that required no textbook reading. But one might also hypothesize that such reading is so taken for granted that it is sometimes not recognized as reading.

Newspapers, sports writings, and religious materials each comprised 7% of the total types of reading; counseling (see footnote to Table 14) and hobbies (4% each) made up the remainder. Parenthetically, 83% of the respondents, when answering Question 9, "Where do you get your news?," said they got it from reading newspapers. One can only wonder if newspaper reading was reported as much as it probably takes place, or if, as the investigator hunches, it was so much taken for granted that it was not thought of as reading.

It is surprising that only one person reported reading hobby-related materials when nearly 23% said they owned such materials (see Question 16b responses). Perhaps this type of material was overlooked in recollection, was only used for reference, or the subjects were not as hobby-minded as they thought they were.

It is probably not insignificant that the Group 4 respondents read the greatest variety of materials as well as mentioned more frequently stories and/or novels as a category read. Only two categories of reading were reported by Group 1 members: "stories and novels" and "magazines." One young man in this group, who is in the Navy, has read Sybil, Roots, and 18 Best Stories by Edgar Allen Poe.

14.2 Conclusions. It would appear that magazine reading has become a regularly accepted source of information and entertainment for these respondents. Obviously the popular types of magazines are accessible and tend to have short articles or stories of high interest and modest difficulty. Magazines are convenient--a help to busy people--and can be read quickly at odd moments.

This study has shown a direct, positive correlation between the types of background each student brings to his or her reading experience and the types of reading materials voluntarily selected after high school graduation. This once again reinforces the assumption that before students can be successful in reading highly specialized materials--such as history, science, or social studies--they must have direct preparatory experience. This theory is not new. Edgar Dale was emphatic in his emphasis on direct experience as the best preparation for learning.[1] Yet how often we plunge students into print material with which they have had no prior experience expecting them to deal successfully with the most abstract aspect of the content--the written word.

Directly related to the assumption of the importance of direct experience is the assumption of the need of consent on the part of the reader that indeed it is possible for him to master the material being presented. This means willingness to try. It means the learner believes he can deal successfully with what he is presented. It presumes a skillful selling job on the part of the presenter!

But the substructure upon which willingness is set is the notion that each learner has the background to deal with what he thinks he can handle successfully.

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[1] Edgar Dale, Audio Visual Methods (N.Y.: Dryden Press, 1946), pp. 37-52.

Table 15a

How important is reading to you?

Group	n	Very important	Of some importance	Of little importance	No response
1	4			2	2
2	4	3			1
3	5	3	1		1
4	5	2	3		
Total	18	8 (44%)	4 (22%)	2 (11%)	4 (22%)

Note: In question 15, subjects were asked to rate the importance of reading on a scale from 1 - 10. For the purposes of this table, a rating of 1 - 4 will indicate little importance; 5 - 7, moderate importance; and 8 - 10, very important.

15a.1 Findings. "Reading is very important to me" was the response of eight (44%) of the 18 respondents. In particular, three of the four Group 2 respondents considered reading as playing a significant part in their lives. It is curious, however, that three of the five respondents in Group 4 felt reading was only moderately important since their answers to other questions showed they read more and a wider range of material than those in Group 2. Two respondents in Group 1 ranked reading as of little importance; the other two did not respond to the question. One respondent from Group 2 and one from Group 3 also did not respond to the question.

15a.2 Conclusions. The Group 1 attitude -- that reading is of little importance -- is reflected in their answers to other questions related to reading (see findings to questions 13 to 17b). One wonders if the Group 2 respondents really considered reading of more importance than did the other respondents since the Group 2 answers indicate they did very little reading. The Group 3 and 4 respondents who are in college undoubtedly read regularly. However, perhaps academic demands leave little time for pleasure reading.

15b.1 Findings. Although not all the respondents answered this question, those who did apparently associated it mainly with psychological troubles. One girl (D.G., G3) said she reads a psychology book when in trouble; three respondents (C.Q., G1; C.W., G4; and B.W., G4) look for answers by reading the Bible. A boy (J.J., G3) said he has turned for help to Campus Life (a religiously-oriented periodical). Others mentioned reading "how-to" books (T.C., G2, for example), or automobile repair manuals (S.K., G3 and M.F., G4) to solve less subjective problems.

The data indicate that a larger number of those in Groups 3 and 4 read when in trouble than do those in Groups 1 and 2.

Table 16a

How many books do you have at home?

Group	n	10 or less	11-50	51-99	100-200	700-1000	2000 or more	Don't know
1	4	3						1
2	4		2		2			
3	5	1	3					1
4	5	1	1	1		1	1	
Total	18	5 (28%)	6 (33%)	1 (6%)	2 (11%)	1 (6%)	1 (6%)	2 (11%)

[a] After reading books, one subject in this group gives them to friends.

16a.1 Findings. Out of the 18 respondents, six (33%) own from 11 to 50 books, five (28%) own 10 or less, and two (11%) from 100 to 200. Of the remaining five respondents, one (6%) has between 51 and 99 books, one between 700 and 1,000, one 2,000 or more, and two were uncertain about the number of books at home.

Three of the five respondents possessing 10 or less books were in Group 1; the other two were in Groups 3 and 4. No one in Group 1 owned more than 50 books. Group 1 also included one of the two subjects who did not know the number of books at home; the other is in Group 3.

It should be noted that those subjects owning between 100 and 2,000 books were from Groups 2, 3, and 4. Of these, those having over 700 books were in Group 4.

16a.2 Conclusions. One might ask "Why did over half the 18 respondents (61%) own less than 50 books?" In one instance a respondent from Group 1 (J.B.) said he gave his books to friends after reading them. Also, answers to question 15a reveal that the respondents in Group 1 feel that reading is unimportant. The respondents attending college (from Groups 3 and 4) no doubt spend much time with course-related books that they are likely to sell at the end of a semester. In addition, when answering the question "How many books do you have at home?" the total did not include books they have at school.

Since a positive correlation between socio-economic status and reading achievement has been demonstrated by various researchers, it is not surprising that in this study a positive relationship exists between number of books owned and reading achievement. Books should be a natural part of the environment of learners if active readers are to be cultivated. Such programs as Reading is Fundamental (RIF) operate on the assumption that owning and sharing books gives special satisfaction to new or reluctant readers. Perhaps similar programs should be tried.

Table 16b

What kinds of books do you have?

Group	n	Novels	Hobby	Text books	Magazines	Reference	Sports	Religious	Counseling[a]	Other
1	4	2	1			1				
2	4	1	2		2		1			
3	5	3	1	3	1	1		1		1[b]
4	5	2	3	2			1	1	1	
Total	18	8 (26%)	7 (23%)	5 (16%)	3 (10%)	2 (6%)	2	2	1 (3%)	1

Note: These percentages are based on 31 responses.

[a] See note to Table 14.

[b] This subject collects old books.

16b.1 Findings. According to Table 16b more respondents owned novels (eight or 44%) than any other type of book. Hobby-related materials were second (seven or 39%). Only one person in Group 2 reported owning a novel. The ownership of hobby-related books was slightly more concentrated in Groups 2 and 4. Just one respondent in Group 1 and in Group 3 owned hobby books.

The owning of textbooks was reported by five (28%) of the respondents all of whom were in Groups 3 and 4. This is understandable since these respondents are in college. However, M.K. from Group 1 and D.V. from Group 2, though students, did not report owning textbooks.

Few magazines, reference books, sports-related materials, religious or counseling books (see footnotes to Table 14) were owned. All religious and counseling books were owned by respondents in Groups 3 and 4. One respondent (T.H., G3) made a hobby of collecting "old books," though he did not say he read them. Only two respondents (in Groups 1 and 3) reported owning reference books.

16b.2 Conclusions. Apparently many of these respondents (though former high school students) do not own dictionaries. If they do, they may not think of them as "reference" books. Also, some may never have learned to use reference books. Even in answering Question 14, "What have you read in the last year?," the subjects who are students did not report reading reference books. These findings suggest the need of early (and continuing) training in how to use and appreciate such materials.

Table 17

Did your parents read to you when you were young?
If you have children, do (will) you read to them?

Parents read to them						Willing to read			
Group	n	Yes	Some	No	Can't remember	Yes	No	Don't know	No response
1	4	1		1	2	1		1	2
2	4	4				4			
3	5		4	1		4			
4	5	4		1[a]		4			
Total	18	9 (50%)	4 (22%)	3 (17%)	2 (11%)	13 (72%)		1 (6%)	2 (11%)

[a] No, but played games with parents.

17.1 Findings. Except for the Group 1 members, most of those in Groups 2, 3, and 4 were read to regularly or occasionally as children. Table 17 shows that there is a correspondence between the two questions stated above. The Group 3 and 4 members seem to be more willing to read to their children than were their parents to them. Perhaps they see, better than did their parents, the value of reading and wish to pass this on to their children.

17.2 Conclusions. These findings indicate once again that parent behavior influences child behavior. Therefore, direct work with parents -- showing them how to present books to their children and engage them in some of the beginning steps in learning to read -- is greatly needed. It is also important that their children see them reading for pleasure.

Such simple motivation can often preclude reading problems later on. In fact, these findings corroborate those of Questions 23a and b regarding motivation.

Table 18

Would you have done anything differently in high school?

Group	n	Attitude	Behavior	Curriculum	Extracurricular activities
1	4	1	2	1	1
2	4	1		2	1
3	5	1	1	3	1
4	5	2	1	3	1
Total	18	5 (23%)	4 (18%)	9 (41%)	4 (18%)

Note: These percentages are based on 22 responses.

18.1 Findings. In answering the question, 9 respondents (50%) wished they had chosen more courses related to job and college requirements. Five respondents (28%) felt they could have had a different attitude. For example, some said they had not taken school seriously enough, while others wished they had recognized the benefits to be gained from the social aspects of school and the extracurricular offerings. One person (B.W., G4) felt he could have done something to overcome his lack of self-confidence. Two people (J.B., G1 and T.C., G2) felt they had been deprived of sports and extracurricular activities because of job commitments. Another (M.K., G1) regretted that chronic illness and truency caused him to lose ground during his junior year. He is the only one still in high school.

Four people said they could have behaved differently -- worked harder and gotten along better with schoolmates and family. One subject (C.W., G4), because of newly-accepted religious views wishes now that she had not participated in basketball and marching band.

In terms of group differences, the Group 1 responses are spread evenly across the categories except that two said they would behave differently if they had high school to do over again. By contrast, none of the Group 2 responses mentioned feeling any desire to make a change in high school behavior. Perhaps the only other significant difference between the groups occurs under the category, "Different Curriculum." Seventy-five percent of each of the Group 3 and 4 respondents wish they had pursued a different curriculum in high school.

Three major problem-areas seem to stand out for these subjects: (1) lack of preparedness for college and the work force, (2) inability to function in social situations because of shyness and insecurities, and (3) inability to fully participate in school programs because of other responsibilities.

18.2 Conclusions. In retrospect, these respondents wished they had been more alert to those opportunities which would have prepared them better for college or the working world, as well as develop more meaningful social relationships.

Table 19

Would you have changed the high school offerings?

Group	n	No	Yes
1	4	2	2
2	4	1	3
3	5	4	1
4	5	3	2
Total	18	10 (56%)	8 (44%)

Note: Positive responses in Table 19 (shown in percentages) indicate the subjects were satisfied with their high school offerings; negative responses indicate the subjects would have changed the high school offerings.

19.1 Findings. Table 19 shows that the respondents in Groups 3 and 4 were more satisfied with their high school curriculum than those in Groups 1 and 2. These latter wished the curriculum had been more interest-centered, while the members of Groups 3 and 4 would have preferred a college-preparation curriculum.

Some respondents wished there had been better counseling concerning high school course options along with a more careful matching of offerings and students. Others wished the instruction had been more rigorous with fewer electives allowed. Some felt such basic skills as mathematics, reading, and writing could have been given greater stress. The curriculum changes suggested included more sports offerings, self-improvement courses, instruction in income tax and contracts, additional classes in business, more time for industrial arts, as well as poetry classes, music theory, and college-preparation courses.

Table 20

Do you feel at an advantage or a disadvantage because of your high school experience?

Group	n	Advantage	Disadvantage	Both
1	4	1	1	2
2	4	4		
3	5	2	3	
4	5	3	1	1
Total	18	10 (56%)	5 (28%)	3 (17%)

Note: Although most responses were clearly stated, some were implied.

20.1 Findings. Ten respondents (56%) felt "at an advantage" because of their "high school experience," five (28%) felt at a disadvantage, and three (17%) saw both advantages and disadvantages. One person (R.C., G1) felt her high school association with classmates, sports activities, and certain teachers were contributive to her present feeling of being advantaged. Others thought their sense of being disadvantaged was caused in part by lack of discipline, not being sufficiently challenged, and, in one case, an impersonal atmosphere in high school. One respondent, experiencing difficulties in college, expressed regret that his high school had not placed enough emphasis on writing.

As shown in Table 20, all four of those in Group 2 and three of the five members in Group 4 saw their time in high school as being advantageous. By contrast, only one of the four members of Group 1 and two of the five in Group 3 were relatively content with their high school experience. Of course there were the expected qualifications to these responses. One Group 3 respondent (S.K.), while stating that high school had been advantageous, felt he could have gotten more out of it. And another (C.Q., G1) expressed the often-heard complaint of not being able to use what she had learned. Then there is the student (M.K., G1) who, despite difficulties in and out of school and in his home life, had a positive attitude about his high school years because, as he said, "I knows stuff."

20.2 Conclusions. Since students from the same high school will have different perceptions as to that school's influence on their later lives, as these data show, it cannot be assumed that the characteristics of the school, *per se*, have produced these differences. For example, three of the Group 2 students, all of whom attended Jefferson High, felt advantaged by their high school experiences, while three Group 3 students, who also attended Jefferson, felt disadvantaged. Even though this study makes no attempt to assess the diversities among the three Cedar Rapids high schools (they differ in character and populations served), the findings in this small sample appear to support those of the Rand (1972)[1] study which, by investigating 1170 high schools, endeavored to discover the impact of schools on students. They found that "in general, measures of school facilities and curriculum accounted for an extremely small amount of variation in student achievement."

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[1] H. A. Averch and S. J. Carrol, How Effective Is Schooling? A Critical Review and Synthesis of Research Findings (Santa Monica: Rand Corp., 1972), p. 177.

Table 21

What are your values now?

Group	n	Self-realization	Employment/career	Family	Education	Finances	Matereal goods	Marriage	Religion
1	4	2			1			1	
2	4	4	2	2	1	2	1		
3	5	3	4	2	2	1	1	1	
4	5	4	2	2	1		1		1
Total	18	13	8 (20%)	6 (15%)	5 (12%)	3 (7%)	3 (7%)	2 (5%)	1 (2%)

Note: These percentages are based on 41 responses.

[a] One subject in this group (J.B.) did not respond to the question.

21.1 Findings. More of the respondents' values (13 or 72%) were in the affective area of self-realization than in any other. These values covered human relationships, morals, family needs, and happiness in general. Eight responses related to employment and careers; the respondents spoke of wanting a "good job." Six responses pertained to the family, five to education, and three to financial security. Three responses mentioned material goods, and two mentioned marriage. Only one of the eighteen respondents mentioned religion as a value.

The members of Group 1 gave 50% fewer responses than those in the other groups. In fact, one Group 1 member gave no response to this question.

21.2 Conclusions. In diminishing order, the values these respondents felt were important relate to personal growth, relationships with others, jobs and careers, the family, education, and marriage. Obviously these interrelated values cover the life experiences we all confront and about which we are forced to make some judgment. Most values can hardly be disassociated from practical concerns. The need is that practical concerns be seen in a larger context. For these respondents values relating to the aesthetic or spiritual were not mentioned -- though they were probably there subjectively. It is doubtful that true fulfillment or success can be reached without at least touching on these areas.

Table 22

Have there been changes in your values?

Group	n	Self-realization	No changes	Education	Matereal goods	The self	Family	Perseverance	Personal needs	Marriage
1	4	1	1	2						1
2	4	1	1	1	1[a]		1			
3	5	2	1		1	1				
4	5	2	1					1	1	
Total	18	6 (30%)	4 (20%)	3 (15%)	2 (20%)	1 (5%)	1	1	1	1

Note: These percentages are based on 20 responses.

[a] This subject (D.F.) said his value changes concerned working for "what he wants." His answers to question 23 indicate his wants are material goods.

22.1 Findings. There were more value changes (6 or 33%) related to self-realization than any other category (see 21.1). While four respondents (22%) reported no change in values, three (17%) now see the value of more education, and two (11%) are giving greater emphasis to obtaining material goods. Changes relating to the self, the family, marriage, perseverance, and personal needs each received one response.

The Group 3 and 4 members had twice as many responses dealing with self-realization as did those in Groups 1 and 2. There was one "no change" respondent in each group.

22.2 Conclusions. Essentially the value changes of these respondents reflect a redirecting of priorities induced by the press of new responsibilities. This redirecting includes narrowing wants to needs, affirming energies toward an established goal, making better use of personal abilities, and learning from mistakes.

Table 23a

What motivates you now?

Group	n	Self-realization	People	Pressure	Interests	Praise/ encouragement	Material goods	Personal enjoyment	Gratitude	Future
1[a]	4	3	2	1		1			1	
2	4	2	2	1	2		1	1		
3	5	2	1	1	2	1	1			1
4	5	4	2	1		1	1			
Total	18	11 (31%)	7 (20%)	4 (11%)	4	3 (9%)	3	1 (3%)	1	1

Note: These percentages are based on 35 responses.

[a] One subject in this group (J.B.) did not respond to the question.

23a.1 Findings. More respondents (11 or 61%) listed self-realization than any other category as a motivating influence in their lives (see 21.1 and 22.1). They are beginning to realize the importance of perseverance -- doing a job well and seeing it through to completion. Seven subjects named individuals -- friends, family members, co-worker, teachers, and, in one case, Jesus -- as motivating influences. Pressure and interest each received four responses, while praise or encouragement and acquiring material goods each received three responses. And one response each went to personal enjoyment, gratitude, and thoughts of the future.

While those in Groups 1 and 4 were motivated by self-realization but failed to mention interest, the members of Groups 2 and 3 appeared to be motivated equally by these two. Some members of each group, but Group 2, mentioned being motivated by praise and encouragement. Only one respondent out of the 18 (Group 2) felt motivated by personal enjoyment. One person in each group but Group 1 listed the need for material goods as a motivator. This is interesting since those in Group 1 would seem to have the fewest material comforts. Pressure -- from a job, parents, academic demands, or subjective needs -- was considered a motivator by one member in each group.

23a.2 Conclusions. It is clear, from responses listed under "people" in Table 23a, that human relationships are important motivators. This is consistent with the findings of Newman's (1978) eleventh and twelfth grade study where achievers as well as low achievers considered their most important value to be positive interaction with others. Although the eighteen respondents in the present study did not state specifically what aspect of these relationships motivated them, one girl (R.C., G1) felt it to be love and respect.

Only one individual (D.G., G3) was motivated by thoughts of the future. Most of the respondents appeared caught up with present circumstances. Nevertheless, those who are seeking a better education and jobs are certainly concerned with the future.

Pressure and praise or encouragement were infrequently mentioned as motivators. These influences, however, are doubtless implied in the categories of "self-realization" and "people."

Table 23b

Have there been strong modeling influences in your experience?

Group	n	Parent(s)	Friends	Siblings	None	Instructors	Other family members	Co-workers	Ministers	TV
1	4	2		2	1			1		
2	4		2		1	1				1
3	5	2	1	1	1	1	2			
4	5	3	3	1		1		1	2	
Total	18	7 (23%)	6 (20%)	4 (13%)	3 (10%)	3	2 (7%)	2	2	1 (3%)

Note: These percentages are based on 30 responses.

23b.1 Findings. Seven subjects (39%), more than from any other category, felt that either or both parents had been a positive modeling influence. After this came six responses for friends, four for siblings, teachers with three, and two for family members (other than parents), co-workers, and ministers. Television as a model received one response. Three subjects felt there had been no model of significance in their experience.

Out of the twenty-seven responses concerning models, 11 (61%) came from Group 4, 7 (39%) from Group 3, 4(22%) from Group 2, and 5 (28%) from Group 1. Everyone in Group 4 had some model, Group 2 members did not list parents or siblings as mosels, and Group 1 had no member who listed a friend as a model.

23b.2 Conclusions. It appears, for these subjects, that the family is still the most important modeling influence, with friends running a close second. Considering the large number and range of models among the Group 3 and 4 members, it would seem that the right model can be crucial to success.

Only two subjects (C.W. and B.W. from G4) mentioned being influenced by ministers as models (see discussion of religious values under 21.1). Three of the four subjects who said they had never had a model (from G1, 2, 3) also stated (under Question 21) that they had not changed their values. Models and values, therefore, appear to be correlated.

Table 24

Are you aware of changes in your ability to persevere?

Group	n	Yes	Qualified	No
1	4	4		
2	4	3		1
3	5	4	1	
4	5	4	1	
Total	18	15 (83%)	2 (11%)	1 (6%)

24.1 Findings. Fifteen (83%) of the eighteen respondents gave an unqualified "yes" in answering the question above, while two (11%) gave qualified yeses. One (D.G., G3) said she would persevere if she definitely decided to do something. The other (B.W., G4) said he would persevere if the task appeared to offer some future benefit. Only one respondent (E.L., G2) said his ability to persevere had not changed -- that he had always had this quality. Fortunately, where there were changes in this attitude, it was always in the direction of improvement. Perseverance with these subjects meant sticking with school work, doing better on the job, doing more reading, being more patient with others, being more reliable, and working more consistently toward life goals.

24.2 Conclusions. Generally these respondents are attempting to learn from their mistakes and do better. They see that perseverance is a needed quality in their search for success.

Table 25

What are your goals for the next year?

Group	n	Education	Self-realization	Matereal goods	Employment	Marriage	Personal relationships	Finances	Health	Travel
1	4	1	1	1	2	1		1		
2	4	2	1	1	1					
3	5	1	2	2		1	2	1		
4	5	2	1	1	1	1			1	1
Total	18	6 (21%)	5 (17%)	5	4 (14%)	3 (10%)	2 (7%)	2	1 (3%)	1

Note: These percentages are based on 29 responses.

25.1 Findings. As was the case in Questions 2b and 2c, concerning successes and failures since high school, the primary focus for six (33%) of the respondents, when answering this question, was education. The next most frequently mentioned categories were the acquisition of material goods and self-realization -- five respondents each (28%). Employment was a goal for four respondents (22%) and marriage for three (17%). Personal relationships and finances were each the goals for two respondents. One subject mentioned health and another travel.

There were slight preferential differences and only one similarity across groups. The Group 1 members emphasized employment, Groups 2 and 4 education, and Group 3 self-realization, material goods, and personal relationships.

25.2 Conclusions. While most respondents chose such tangible goals as employment, education, material goods, finances, and marriage, a few chose intangible or affective goals: self-realization and personal relationships. In general the respondents are recognizing that they, not their parents, most accept responsibility and be the decision-makers in their lives.

Often there is a direct correlation between a respondent's answers to Question 2b, concerning successes, and Question 25, about future goals. For example, the successes for the Group 1 respondents were often in the areas of employment, schooling, and marriage; these were also their goals. The affective areas of self-realization and developing better personal relationships (from Group 3) showed the same correlation. However, out of 13 respondents (72%) who identified a vocational or regular college or university as an opportunity in Question 1, "What have you done since high school?," only six (33%) included education in their goals. Some respondents may have considered education as a means of attaining a goal rather than a goal in itself. Or insufficient funds may have caused a drop in education as a goal.

However, the data here suggest that the goals of these respondents -- education, material goods, self-realization, employment, marriage and family, personal relationships, finances, health, and travel -- are not untypical, and may indeed be representative of major societal concerns.

Chapter 5

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to check the impact of literacy on the occupations and schooling of twenty 1976 high school graduates on whom case studies were developed in the 1978 study *Twenty Lives*,[1] and who were classified as low readiness in first grade (1964-1965). The intent was to see if the literacy of the respondents -- as assessed in the light of five variables (model, motivation, interest, perseverance, and pressure) when they were in the 11th or 12th grade (as analyzed in *Twenty Lives*) -- has, two years later, measurably influenced their occupations or schooling in ways that might have been predicted.

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[1] This analytical field study of students whose first grade low readiness scores contrasted sharply with ninth grade achievement, is based on taped interviews conducted by the investigator with students who were participants in the Cedar Rapids USOE Research Project #2698 (Reid and Beltramo, 1965) and through telephone interviews with the parents of these same 20 students. The Cedar Rapids study was one of the 27 First Grade Studies which sought information regarding the reading processes of first grade children. All participants in the Cedar Rapids research were classified as "low-group" -- that is, they all scored below 60 (raw scores) on the *Metropolitan Readiness Test*, Form A (Harcourt, 1965). The investigator has, with the encouragement and support of the Cedar Rapids Community Schools, been following the progress of all available research participants. *Twenty Lives* looks closely at the experience of one portion of the larger group. (*Twenty Lives*, p. 77.)

This study is the latest in a series of investigations by the author which grew out of one of the First Grade Studies conducted in 1964-1965 as part of the United States Office of Education's effort to identify the most effective methodology for teaching reading in the first grade. The reader is urged to consider the findings in the light of the fact that all respondents were likely candidates for failure when they entered first grade as judged by first grade readiness measures. Longitudinal research in such areas is almost nonexistent. It is elusive and difficult to accomplish and is offered with full knowledge of its many pitfalls.

During a 1978 spring sabbatical the investigator interviewed parents and students -- who, except for two unavailable students, were the same as those in Twenty Lives. The findings for these interviews are the substance of Chapter 4.

The students in Twenty Lives were drawn from a large number of low readiness first graders. The intent was to have four five-member groups, each with distinct characteristics.[2] Thus, by using a selection process designed to insure the greatest possible differences, the following groups were formed.

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[2] "Two criteria for selection of case study subjects were observed: (1) both student interviews (taped) and parent telephone interviews were to be available; (2) students were to be selected whose ninth grade ITED and 11th/12th grade general performance showed the greatest contrast with original first grade prognosis (Twenty Lives, p. 19)."

Group 1
1st Grade Low Readiness
9th Grade Low Achievement

Group 2
1st Grade Low Low Readiness
9th Grade Low Achievement

Group 3
1st Grade Low Readiness
9th Grade Relatively High Achievement[3]

Group 4
1st Grade Low Low Readiness
9th Grade Unexpectedly High Achievement

This section presents highlights from the student interview questionnaire findings. Each question summary begins with a general statement pertaining to the eighteen respondents. For those who wish to check various conclusions or make judgments of their own, transcripts of the parent and student interviews are given in Appendix C.

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[3] Out of the twenty, these students received the highest readiness scores in 1st grade. However, their 9th grade scores, though above Cedar Rapids cohort mean, were only relatively high in comparison to those in Group 4.

Summaries

Student Questionnaire

1. What have you done since high school?
All but one of the 18* respondents are in school and/or working.

G1	J.B.	Navy
	C.Q.	Housewife, bankteller
	M.K.	High School
	R.C.	Vocational (secretarial training); legal secretary
	K.C.	Cashier/cook (not interviewed due to illness)
G2	C.R.	Housewife (not interviewed; whereabouts unknown)
	D.F.	Mechanic (in father's garage); Laundromat serviceman
	E.L.	Vocational college (industrial arts); factory work
	D.U.	College (physical education); job; travel (with basketball camps)
	T.C.	Vocational college (secretarial training); secretary; child care; waitress
G3	T.H.	Factory
	D.G.	College(nursing) plus summer jobs
	V.S.	College (English; switched to music)
	S.K.	Factory; currently unemployed
	J.J.	College dropout; fast foods employee
G4	C.W.	Bible Institute; waitress; sales; nurse's aide; office work
	L.C.	Vocational college (secretarial training); legal secretary
	M.F.	University (accounting); summer jobs
	Ph.H.	University (international economics); summer jobs; sports
	B.W.	College (business and political science); summer jobs

2a. Have your career plans progressed as expected?

Fifty percent of the respondents are happy with the way their careers are progressing.

G1 Respondents are *not* generally pleased with progress.
G2 Generally pleased with direction of careers.
G3 *Not* generally pleased.
G4 All pleased with career directions.

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*Only 18 of the 20 students interviewed for *Twenty Lives* were available for interviews in 1978.

b. What do you consider the successes of the years since high school?

G1 Less verbal in the responses
G2--G4 More verbal and with a wider range of responses

c. What do you consider the failures of the years since high school?

Fifty percent of the respondents felt they had had no significant failures since high school.

There seemed to be an even distribution of types of failures mentioned in all four groups.

3. What is your living or family situation now?

Thirty-nine percent of the respondents are still living with their parents. Sixty-one percent are living away from parent homes, and all but one of these are living with someone -- a wife, roommate, another family member, or fellow naval seaman.

No significant differences by groups.

4. Have there been changes in your immediate family?

The data suggest stable homes with normal changes. For 33 percent of the respondents there had been no changes in the parents' homes other than normal sibling exits. Three actual or immanent births and one death were reported.

Group 1 had the most changes, Group 3 next, and Groups 2 and 4 each reported three changes per group.

5. What is your current income?

Income ranged between none and $12,000 per year with the majority of the respondents earning between $5,000 to $8,000 annually. Those in school usually have summer jobs. Only one respondent receives unemployment compensation.

It appears that the Group 1 and 2 respondents are earning more at this time than those in Groups 3 and 4. But it should be recognized that the Group 3 and 4 members who are college students are developing the potential for larger incomes later.

6. In your present position do you feel secure, respected, fulfilled or that you belong?

   The majority of the respondents feel they are respected (89%) and that they belong (78%). Over half of the total (56%) feel secure and half feel fulfilled.

   G1 Only one respondent cited all categories positively.
   G2 All respondents found some area of activity which has made their lives seem worthwhile.
   G3 All five feel generally respected. One feels totally secure. Only one feels relatively good in all four areas.
   G4 Respondents were generally positive in all four areas. They are enthusiastic about jobs and/or school.

7. Would you be willing to move if it meant a better job or educational opportunity?

   Members of Groups 1, 3, and 4 were ready to move given the right opportunity. Only one person in Group 2 was so willing.

8. How has your health been?

   Good health was reported by 89 percent of the respondents. All the Group 2 members reported good health. Group 4 had three members who were having physical problems.

9. Where do you get your news?

   Eighty-three percent said they got their news from a variety of sources. A different 83 percent reported getting their news from television.

Across groups, Groups 1 and 4 cited newspapers more often as their source of news. Groups 2 and 3 mentioned magazines preferentially.

10. How often do you attend movies?

Eighty-nine percent attend movies frequently with the times varying within and between groups depending on hobbies, sports, school, and job.

G1 Attendance evenly distributed.
G2 Attend weekly or bi-weekly.
G3+4 These two groups have the most members who attend seldom or never.

11a. What are your favorite television shows?

More respondents (9) view sitcoms regularly than any other type of program. Detective stories claim 5 viewers; sci fi 4; family adventure 3; news documentary 2; sports 2; dramas 2. One girl in G4 does not view television.

b. How many hours per day do you watch television?

Seven respondents indicated watching TV between three and four hours per day. The total viewing times ranged between zero and eight hours per day with two hours (+) the average for the 17 respondents who view television.

G1	3 3/4 hours per day average viewing
G2	3 1/4 hours per day average viewing
G3	2 2/3 hours per day average viewing
G4	1 1/2 hours per day average viewing

12. What are your current interests or hobbies?

Sports or sports related topics were the most frequently mentioned areas of interest, with the G4 respondents showing the most interest in sports and the G1 members the least. G3 members had the broadest range of interests and hobbies. Other areas of interest or hobbies receiving more than one vote included collections, crafts, art, reading, music, and vehicles. Several other areas received one response each.

13. What are your feelings about reading now?

Over half (61%) of the respondents felt completely positive about reading now. Another 28 percent felt qualifiedly positive. Thus, 89 percent are willing readers. The only two negative responses came from Group 1.

G1 ¼ positive; ¼ qualified; ½ negative
G2 ½ positive; ½ qualified
G3 4/5 positive; 1/5 qualified
G4 4/5 positive; 1/5 qualified

14. What have you read in the last year?

Magazines were most often mentioned as reading material, with stories and novels receiving the next highest. Textbooks and technical manuals were also mentioned by some of the Group 3 and 4 members. The Group 4 respondents mentioned reading the greatest variety of materials -- Group 1 the least.

15a. How important is reading to you?

Forty-four percent identified reading as very important to them.

G1 Half said that reading was of little importance.
G2 Three fourths considered reading to play a significant part in their lives.
G3 Three fifths considered reading very important.
G4 Three fifths considered reading moderately important. There was more reading and a wider range of it in G4 than in G2, however, despite the apparent difference in perception of importance.

Four subjects (2 G1, 1 G2, 1 G3) did not respond to the question.

b. Do you read when in trouble?

Not all respondents answered this question, and those who did associated it most often with psychological problems. The Bible, Campus Life, how-to books and auto repair manuals were mentioned.

A larger proportion of G3 and G4 respondents indicated that they would read when in trouble than did the G1 and G2 members.

16a. How many books do you have at home?

Eleven respondents had up to 50 books at home. Five had more, ranging to over 2,000 for one boy. Two respondents were uncertain as to the number of books at home.

G1 Has the least number of books in their homes.
G2 Evenly divided: two have from 11-50; two have 100-200.
G3 Four of the five have up to 50 books.
G4 Numbers of books evenly divided across respondents.

b. What kinds of books do you have?

More subjects own novels than any other category of books.

There is little diversity among the types of books owned in Groups 1 and 2. Groups 3 and 4 evidenced greater diversity.

17. Did your parents read to you when you were young? If you have children, do (will) you read to them?

There appears to be a strong correspondence between parental reading and student perceptions of themselves as future readers to their own children.

G1 Three fourths of the respondents either said they had not been read to as children or could not remember.
G2, G3, and G4 had all been read to regularly or occasionally as children.

18. Would you have done anything differently in high school?

Nine respondents would have chosen more job- and college-related courses; five would have had a different attitude; four would have evidenced different behavior; and four would have changed the nature of their involvement in extracurricular activities.

G1 Two respondents would have changed their behavior.
G2 None saw reason to change any high school behaviors.
G3+4 These group members would have changed high school curriculum.

19. Would you have changed the high school offerings?

A basic split occurred between the votes in Groups 1 and 2 and those from Groups 3 and 4 with the former recommending a more interest-centered curriculum and the latter wanting more college prep courses. Groups 1 and 2 were less satisfied with the high school curriculum than Groups 3 and 4. Suggestions were made for improvement in counseling, individualization, rigor, sports, and several mentioned other courses they would have added.

20. Do you feel at an advantage or disadvantage because of your high school experience?

Ten respondents saw only advantages in their high school experience, three mentioned advantages and disadvantages, while five felt completely disadvantaged because of their high school experience.

The distribution was as follows:

Group	1	2	3	4
Advantaged	1	4	2	3
Disadvantaged	1		3	1
Both	2			1

21. What are your values now?

More of the respondents' values were in the affective domain than in any other area. Employment and career, family, education, and financial security were also mentioned.

The Group 1 members gave fewer responses than any other group members.

22. Have there been changes in your values?

More values were mentioned which related to self-realization than to any other area.

There were twice as many responses dealing with self-realization in Groups 3 and 4 than in Groups 1 and 2.

23a. What motivates you now?

More respondents listed self-realization as a motivating force than any other category. People, praise and encouragement, pressure, material goods, interest, personal enjoyment, gratitude, and concern for the future were also mentioned.

Groups 1 and 4	mentioned self-realization especially as a motivating force.
Groups 1 and 2	particularly mentioned people.
Groups 2 and 3	were equally motivated by self-realization and interest.

b. Have there been strong modeling influences in your experience?

Parents, the most mentioned positive models, were cited by seven of the respondents. In addition, six respondents cited friends, four cited siblings, and three cited teachers as models. Three respondents could identify no models of significance in their experience.

G2	No one mentioned parents or siblings as models.
G4	Every respondent mentioned having a model of significance in his or her experience. This group mentioned more modeling influences than any other group.

24. Are you aware of changes in your ability to persevere?

Fifteen (83%) gave an unqualified "yes" to the question. One boy felt he had always possessed the quality and thus reported no change. Two respondents gave qualified responses.

25. What are your goals for the next year?

Six seek further education, five will be aiming for self-realization, five for material goods, and four identified employment as a goal.

Parent Questionnaire. Parent responses revealed that sixty-five percent of the twenty students were still living in Cedar Rapids, twenty-five percent were in Iowa colleges outside Cedar Rapids, and ten percent were in other states (one in Evanston, Illinois, and the other on a naval vessel near San Diego).

Although seven youths were students at the time of the interviews, others had attended school in the years since high school. Four of these were occupied in white collar jobs, four in service jobs (e.g., mechanic, waitress), two as factory workers, one in the military, one unemployed, and the activities of another unknown.

Career directions were examined from two viewpoints: (1) the parent's view of his or her child's anticipated progress, and (2) the parent's view of how the child viewed his or her own anticipated progress. To the first, fifty percent indicated their children's careers had progressed as the parents had anticipated. To the second, thirty-five percent of the parents said the careers had progressed as anticipated by their children.

The reader is referred to Chapter 4, "Findings," for a more complete report of the parent responses. Other data gathered from the parent interviews are included in Appendix D.

Group Summaries and Conclusions

In the following, only those generalizations for each question that stand out are mentioned.

Group 1 summary. These students, who scored low readiness in first grade and did not achieve at or above cohort mean in ninth grade, were characterized in Twenty Lives (p. 81) as economically deprived, physically disadvantaged, immature for their age, and lacking in well-developed interests and internal drive.

These group members have pursued career directions open to them without financial or other assistance from their families (Q1), half are not pleased with the progress of their career plans (Q2a), had little to say regarding successes since high school (Q2b), but did not mention any failures (Q2c). This group reported the most changes in the immediate families (Q4).

Only one member of the group felt positive enough to consider herself as secure, fulfilled, respected, and that she belongs (Q6). Most of the subjects said they were willing to move from Cedar Rapids if it meant a better educational or job opportunity.

This group watches television the most; on the average 3 3/4 hours a day (Q11b), evidences the least interest in sports (Q12), and are divided in their reactions toward reading (Q13) and its importance (Q15a). They have the least number of books in the home (Q16a) and the least variety (Q14). Few of them would turn to reading when in trouble (Q15b). Most in the group were not read to when children (Q17a).

Generally, those in this group were dissatisfied with their high school's curriculum (Q19) and feel either disadvantaged or ambivalent because of it, although they would do differently if they had high school to do over (Q20). They mentioned few values (Q22), are searching for self-realization (Q23a), and spoke of few models (Q23b).

Group 1 conclusions. The characteristics of individuals in this low-readiness group (their scores ranged between 40 and 60 on the Metropolitan Readiness Test) have not changed much in the two years since Twenty Lives. Some are still economically deprived, physically disadvantaged, and immature; others have few special interests and little internal drive; and others lack a sense of personal worth and seem unaware of positive life models. Now in their fourteenth year beyond first grade, only one expressed satisfaction with the progress of his career, all expressed modest life involvement, and few have substantive values or expectations. In addition, most are overly dependent on television and most do very little reading or understand its importance.

Over this group hangs the question, Why did they not do better -- why in ninth grade did they all score below cohort mean on every ITED subtest? It is impossible to give cause to any one variable, but it seems apparent that particular characteristics and experiences have had a deleterious effect on their occupations or education. Unless those in this group receive training as parents, there is the possibility that their children may follow in their footsteps.

Group 2 summary. Although these subjects did not achieve at or above cohort mean on any ITED subtest in the 9th grade, they were still in school at the time of the 11th and 12th grade interviews. And, as was concluded in Twenty Lives,

> . . . interests combined with motivation and positive pressure can contribute to overcoming what may seem to be limitations of considerable consequence. With several of these students, even those with low I.Q., achievement is possible when interests are combined sensitively with model, motivation, perseverance, and pressure, and when opportunities for developing these interests are present. (P. 82.)

Three of those in this group have had some college or vocational training since high school. One of the four is still in college, one has worked as a garage mechanic but is now a laundromat serviceman, one works in a factory following some vocational college experience, and one has held such jobs as baby sitter, secretary, and waitress. One student who is a basketball player has done a certain amount of traveling (Q1).

There was little said about successes or failures (Qs. 2b, 2c) by this group. Their living arrangements were not unusual (Q3), nor were there any special changes in the immediate family (Q4). It is noteworthy, however, that all four members of this group had found some area of activity that made their lives seem worthwhile (Q6), that only one was willing to move from Cedar Rapids (Q7), and they were all in good health (Q8).

These Group 2 members prefer magazines for getting the news (Q9), attend movies weekly or every other week (Q10), and view television on the average of 3 1/4 hours a day. They responded positively or qualifiedly positive regarding reading (Q13), and all but one considered reading a significant part of their lives (Q15a). One said he would read "how-to" books when in trouble (Q15b). The number of books in their homes is modest (Q16a)--two have from 11 to 50 books and two from 100 to 200 (Q16a) with little diversity apparent (Q16b). They had all been read to regularly or occasionally when children (Q17a).

It is significant that none saw reason to change their high school behavior (Q18), although some were dissatisfied with the offerings (Q19). Even so, all felt advantaged by their high school experience (Q20).

"People" were the main motivators for this group (Q23a), yet, it is odd that none mentioned parents or siblings as models (Q23b).

Group 2 conclusions. The members of this group have a generally positive attitude. Although categorized as the lowest of the low-readiness first graders (by their Metropolitan scores), higher learning should not be ruled out for them since three of the four have attended college with a measure of success. They feel advantaged by their high school experiences, even though if they had it to do again they would do a few things differently. Now they feel their lives are worthwhile, and, of the 18 subjects, are the least interested in moving from Cedar Rapids. Also, in spite of the fact that the books they own are few and of modest diversity, they value reading and consider it important. Fortunately all of them were read to when they were children.

It is curious that none spoke of significant models, even though various people were mentioned as prime motivators. Perhaps some of these "people"--especially their parents--went unrecognized as models.

The five variables considered in this study appear to be operating to some degree in the lives of these individuals. Positive parental influences may be partly responsible, for the parent interviews revealed that all the mothers were supportive, good humored, and sensible in dealing with their children. It seems evident, therefore, that these students have happy home ties. In fact, if any one word could characterize this group it would be "satisfied."

Group 3 summary. Although all the students in Twenty Lives were judged low readiness when entering first grade, the students in Group 3 had readiness and I.Q. scores higher than did those in the other groups. However, by ninth grade they were relatively low in achievement.

Of the five members of this group, two have held factory jobs (one is now unemployed), three have attended, or are attending, college and have held summer jobs, and the one college dropout has attended a vocational college and is now a fast-foods employee (Q1). Generally they are not pleased with the way their career plans have progressed (Q2a), and, although all felt respected, only one felt relatively good in all four categories: secure, respected, fulfilled, and that he belonged (Q6).

A majority get their news from magazines (Q9) and watch television about 2 2/3 hours a day (11b). This group had the broadest range of interests (Q12), are positive (4) or qualified (1) about reading (Q15a), would read when in trouble (Q15), and 4 of the 5 own up to 50 books (Q16a). There is more diversity in the kinds of books owned for this group and Group 4 than for those in Groups 1 and 2 (Q16b). They had all been read to regularly or occasionally when children (Q17a).

These group members (like those in Group 4) would have changed their high school curriculum for more college-related courses (Q18 and 19). The group members were split as to their assessment of their high school experience--two felt advantaged and two disadvantaged (Q20). Values relating to self-realization were frequently mentioned (Q22), and self-realization and interest were recognized as motivating factors (Q23a).

Group 3 conclusions. Highest in readiness and I.Q. in first grade, those in this group scored lower in ninth grade than did those in Group 4 who were low low in readiness. They were variously characterized in Twenty Lives (p. 83) as lacking in strong models, having poor self-concepts, and limited in intellectual ability. Although since high school they have done some of the same things as those in Group 2, there is an air of unrest suggested in their replies to the student questionnaire items. Generally they are not pleased with the progress of their career directions and feel only moderately secure, respected, fulfilled, or that they belong. This, in spite of the fact that, of the four groups, these individuals mentioned the broadest range of interests and were positive in their feelings about reading. There seems no easy answer for this apparent contradiction. Doubtless, the early predictors of success for these students (their readiness and I.Q. scores) were countered later by various negative influences.

Group 4 summary. The achievement of those in this group was higher in ninth grade than would have been expected considering they had the lowest readiness scores when entering first grade. They were achievers all through school, placing, when in ninth grade, at or above cohort mean on at least one of the ITED subtests. For these students, as recorded in Twenty Lives,

> . . . achievement . . . was strongly supported by interest and positive pressure at home; intrinsic motivation seemed to evolve out of models, interest, pressure. . . . (P. 84.)

All the Group 4 members have attended, or are attending, a university, college, or vocational college; two are employed full-time and the others part-time (Q1). They are all pleased with their career directions (Q2a) and have a wide range of successes to report (Q2b). Generally they feel secure, respected, fulfilled, and that they belong (Q6) and would be willing to move from Cedar Rapids for the right opportunities (Q7). Three of the five reported having physical problems (Q8).

Newspapers, more than any other source, were how these subjects got their news (Q9), they seldom attended movies (Q10), and watched television the least, about 1 1/2 hours a day (Q11a); one member of the group never watches television.

Four subjects are positive and one qualified in their feelings about reading (Q13), though three consider reading moderately important (Q15a). Despite this, more reading and a wider variety of it was reported in this group than in the others (Q14). There was more inclination in this group (as well as in Group 3) to read when in trouble than was the case with those in Groups 1 and 2 (Q15b). The number of books owned was evenly distributed across categories, though one Group 4 member said his parents had over 2,000 books (Q16a). There was also considerable diversity to the reading material (Q16b). All the members were read to regularly or occasionally when children (Q17a).

Like those in Group 3, the subjects in this group would have preferred a more college-oriented curriculum (Qs 18, 19), but unlike Group 3, only one Group 4 member felt disadvantaged because of his high school experience (Q20).

Self-realization figured strongly as a value and a motivating force for the Group 4 members (Qs 22, 22a). Most significantly, the subjects in this group mentioned models the most as a positive influence (Q23b).

Group 4 conclusions. Why have the members of this group, who were low low in first grade (below 40 Metropolitan raw scores), achieved so much more than those in the other groups? In Twenty Lives (pp. 83-85) these individuals seemed endowed with a felicitous mix of model, motivation, interest, perseverance, and pressure. They have all since attended institutions of higher learning, and are all pleased with their progress and career directions. Every I.Q. in the group has shifted upward. Surely one must conclude that something important has been happening in the experiences of these group members to bring about such a change. It is the investigator's judgment that the five variables given special attention in this study (model, motivation, interest, perseverance, and pressure) have played a large part in influencing the experience of each member of this group.

Table 26: Group 1, Background Statistics

Student	1st grade method^{a}	High School^{b}	Criteria for inclusion as case studies		Correlates usually positively associated with reading success			Tangential variables^{e}					Student Occupation (1978)^{i}	Student Income (1978)^{j}
			1st grade Metro	9th grade ITED (comp.)	IQ^{c}	SES^{d}	High School GPA	M_1	M_2	I	P_1	P_2		
J.B.	I	1	60	10	101 89 98 100	1	3.01	5.00f 1.80g 3.25h	3.33 .50 .25	3.44 .73 .53	2.89 .33 .11	5.00 3.08 9.50	c d	c
C.Q.	III	3	60	11	92 100 97 91	4	3.22	3.22 .83 .69	5.00 1.93 3.75	4.56 .88 .78	4.89 1.27 1.61	3.78 .67 .44	c f	c
M.K.	VI	2	52	12	110 112 107 100	2	inc.	5.00 1.32 1.75	5.67 1.12 1.25	5.00 .71 .50	6.00 1.22 1.50	4.56 2.88 8.28	f	a
R.C.	I	3	50	10	109 33 98 95	3	2.51	5.33 1.66 2.75	5.44 1.81 3.28	3.89 1.17 1.36	4.56 1.59 2.53	2.56 1.01 1.03	b c	c
K.C.	III	3	40	10	88 94 103 96	3	2.24	4.11 1.76 3.11	4.44 1.81 3.28	3.44 1.01 1.03	3.44 1.51 2.28	4.33 1.50 2.25	c	-

a. First grade method

I: Language
II: Letter Sounds
II: Literature
V: Skills Development
V: I + II
I: I + III
I: I + IV

b. High school

1: Washington
2: Jefferson
3: Kennedy

c. IQ scores

1st grade
WISC
Full Scale

1st grade
Pintner
Cunningham

6th grade
Lorge
Thorndike

9th grade
Lorge
Thorndike

d. Parent income('75-'76)

1: $3,000-5,900
2: 6,000-9,900
3: 10,000-14,900
4: 15,000-19,900

e. Tangential variables

M_1: model

M_2: motivation

I: interest

P_1: perseverance

P_2: pressure

f. mean

g. standard deviation

h. variance

i. occupation
- a. college
- b. voc. col.
- c. job
- d. travel
- e. spec. opp.
- f. other

j. student income('78)
- a. $1000 or less
- b. 1000-5000
- c. 5-8
- d. 8-12
- e. 12-15
- f. 15+

Table 27: Group 2, Background Statistics

Student	1st grade method[a]	High School[b]	Criteria for inclusion as case studies		Correlates usually positively associated with reading success			Tangential variables[e]					Student Occupation (1978)[i]	Student Income (1978)[j]
			1st grade Metro	9th grade ITED (comp.)	IQ[c]	SES[d]	High School GPA	M_1	M_2	I	P_1	P_2		
C.R.	III	1	38	8	80 81 98 98	1	inc.	5.56f 1.01g 1.03h	4.89 .60 .36	4.22 .67 .44	5.11 1.27 1.61	5.22 1.64 2.69	f	-
D.F.	VII	2	38	10	111 92 109 111	3	2.26	4.44 1.59 2.53	3.56 .88 .78	3.67 1.22 1.50	5.00 1.94 3.75	2.22 .83 .69	c	c
E.L.	VII	2	26	10	88 86 92 92		2.68	4.67 1.58 2.50	4.00 1.00 1.00	3.00 0.00 0.00	5.44 2.70 7.28	4.67 1.58 2.50	b c	b
D.U.	IV	2	20	8	105 86 103 104	1	3.20	3.11 .60 .36	2.89 .78 .61	3.11 .60 .36	2.89 .78 .61	3.33 .87 .75	a c e	a
T.C.	V	1	18	11	94 100 98 98	3	2.19	3.67 1.00 1.00	3.33 .87 .75	2.89 1.27 1.61	4.00 1.58 2.50	3.67 1.22 1.50	b c	c

a. First grade method

I: Language
II: Letter Sounds
III: Literature
IV: Skills Development
V: I + II
VI: I + III
VII: I + IV

b. High school

1: Washington
2: Jefferson
3: Kennedy

c. IQ scores

1st grade
WISC
Full Scale

1st grade
Pintner
Cunningham

6th grade
Lorge
Thorndike

9th grade
Lorge
Thorndike

d. Parent income('75-'76)

1: $3,000-5,900
2: 6,000-9,900
3: 10,000-14,900
4: 15,000-19,900

e. Tangential variables

M_1: model

M_2: motivation

I: interest

P_1: perseverance

P_2: pressure

f. mean

g. standard deviation

h. variance

i. occupation
  a. college
  b. voc. col.
  c. job
  d. travel
  e. spec. opp.
  f. other

j. student income('78)
  a. $1000 or less
  b. 1000-5000
  c. 5-8
  d. 8-12
  e. 12-15
  f. 15+

Table 28: Group 3, Background Statistics

Student	1st grade method[a]	High School[b]	Criteria for inclusion as case studies		Correlates usually positively associated with reading success			Tangential variables[e]					Student Occupation (1978)[i]	Student Income (1978)[j]
			1st grade Metro	9th grade ITED (comp.)	IQ[c]	SES[d]	High School GPA	M_1	M_2	I	P_1	P_2		
T.H.	VII	2	60	12	105 116 99 100	4	2.83	4.00f 1.73g 3.00h	3.33 .87 .75	3.89 .60 .36	5.11 2.26 5.11	4.56 1.51 2.28	c	d
D.G.	VI	2	52	12	119 98 102 98	-	2.65	2.78 .67 .44	3.67 .50 .25	2.67 .89 .75	4.78 2.54 6.44	5.11 2.98 8.86	a c	b
V.S.	V	2	52	12	107 91 99 107	-	3.01	2.89 1.05 1.11	2.67 .71 .50	2.44 .73 .53	2.44 .88 .78	3.67 1.32 1.75	a c	a
S.K.	VII	2	45	8	101 89 104 100	-	1.58	4.22 1.48 2.19	4.00 1.22 1.50	3.67 1.00 1.00	4.00 2.35 5.50	3.44 1.24 1.53	c	c
J.J.	VI	2	43	10	102 88 93 87	4	2.52	3.33 1.22 1.50	4.11 .60 .36	3.00 .50 .25	6.78 2.11 4.44	4.33 1.80 3.25	a c	b

a. First grade method

I: Language
II: Letter Sounds
III: Literature
IV: Skills Development
V: I + II
VI: I + III
VII: I + IV

b. High school

1: Washington
2: Jefferson
3: Kennedy

c. IQ scores

1st grade
WISC
Full Scale

1st grade
Pintner
Cunningham

6th grade
Lorge
Thorndike

9th grade
Lorge
Thorndike

d. Parent income('75-'76)

1: $3,000-5,900
2: 6,000-9,900
3: 10,000-14,900
4: 15,000-19,900

e. Tangential variables

M_1: model

M_2: motivation

I: interest

P_1: perseverance

P_2: pressure

f. mean

g. standard deviation

h. variance

i. occupation
- a. college
- b. voc. col.
- c. job
- d. travel
- e. spec. opp.
- f. other

j. student income('7
- a. $1000 or less
- b. 1000-5000
- c. 5-8
- d. 8-12
- e. 12-15
- f. 15+

Table 29: Group 4, Background Statistics

Student	1st grade methods[a]	High School[b]	Criteria for inclusion as case studies		Correlates usually positively associated with reading success			Tangential variables[e]					Student Occupation (1978)[i]	Student Income (1978)[j]
			1st grade Metro	9th grade ITED (comp.)	IQ[c]	SES[d]	High School GPA	M_1	M_2	I	P_1	P_2		
C.W.	IV	2	38	19	91 102 119 109	4	3.53	3.00[f] .71[g] .50[h]	3.00 1.94 3.75	3.00 .71 .50	4.67 2.60 6.75	3.89 1.76 3.11	a c	a
L.C.	VII	2	35	18	110 105 110 120	3	3.46	2.78 .97 .94	2.78 .83 .69	3.11 .93 .86	3.44 1.88 3.53	3.56 2.07 4.28	b c d	c
M.F.	VI	3	33	18	109 120 122 115	4	2.93	3.67 1.80	3.33 .87 .75	3.44 .73 .53	4.22 1.56 2.44	4.67 1.00 1.00	a c	b
P.H.	II	1	30	19	99 95 110 106	4	3.74	2.11 .60 .36	3.33 .87 .75	4.44 .88 .78	7.56 2.35 5.53	3.00 1.00 1.00	a	b
B.W.	VI	1	38	20	92 88 93 112	4	3.38	4.40 1.51 2.28	2.33 .71 .50	2.22 .44 .19	2.89 1.96 3.86	4.56 1.51 2.28	a c	a

a. First grade method

I: Language
II: Letter Sounds
III: Literature
IV: Skills Development
V: I + II
VI: I + III
VII: I + IV

b. High school

1: Washington
2: Jefferson
3: Kennedy

c. IQ scores

1st grade WISC Full Scale

1st grade Pintner Cunningham

6th grade Lorge Thorndike

9th grade Lorge Thorndike

d. Parent income('75-'76)

1: $3,000-5,900
2: 6,000-9,900
3: 10,000-14,900
4: 15,000-19,900

e. Tangential variables

M_1: model

M_2: motivation

I: interest

P_1: perseverance

P_2: pressure

f. mean

g. standard deviation

h. variance

i. occupation
  a. college
  b. voc. col.
  c. job
  d. travel
  e. spec. opp.
  f. other

j. student income('78)
  a. $1000 or less
  b. 1000-5000
  c. 5-8
  d. 8-12
  e. 12-15
  f. 15+

General Conclusions

One conclusion deducible from these findings is that it is possible to enter school with less than auspicious beginnings (according to a standardized readiness test) and still succeed, for many of the participants in this study -- all of whom were low-readiness first graders -- have done just that! Now, fourteen years after first grade, several are doing well as military personnel, factory workers, housewives, and secretaries, while others, not yet through college, are working towards being a lawyer, an athletic coach, an international economist, and an accountant. Thus, the impact of literacy on the occupations and schooling of these young people has been considerable and, for the most part, positive. This is not to say there are no murmurings of "What I'd do if I had it to do again." What it does say is that most of these individuals are progressing toward the achievement of reasonable goals, rather than fulfilling the prophecy of failure often projected about children who get off to a slow start. In particular many have developed positive attitudes about reading.

In addition to such tangible influencing variables as socioeconomic status, parental education, school environment, or health, it is apparent that many less tangible ones can be equally important influencers in the development of children. In fact, this study suggests that rather than being peripheral, these intangible variables may indeed be crucial to the occupational and educational achievement of low-readiness students.

To be specific, the findings of this study -- resulting from the pursuit of the hypotheses presented in Chapter 1 -- indicate that,

1. The presence of such intangible variables as model, motivation, interest, perseverance, and pressure does have a positive influence on the occupations and schooling of this select group of low-readiness students now in their fourteenth year beyond first grade, and

2. The interaction of such intangible variables as model, motivation, interest, perseverance, and pressure does have a greater positive influence in the experience of these low-readiness students than the action of any single tangible variable such as IQ, teaching method, or material.

It should be noted (Tables 26 to 29) that by high school there were several changes in IQ for the 18 subjects after their initial testing in first grade. When considered together, the tabulation of these IQ-shifts shows that by high school

7 (39%) had higher IQs,
8 (44%) had lower IQs, and
3 (17%) had IQs that remained the same.

When considered by groups, the IQs of

Three of the four members in Group 1 were lower and one the same,
Two of the four members in Group 2 were higher, one lower, and one the same,
Four of the five members in Group 3 were lower and one the same, and
The five members in Group 4 were higher.

Why, we might ask, were the IQs of the five members in Group 4 higher when they were in high school than when they were in first grade, while the IQs of three of the four members in Groups 1 and four of the five members in Group 3 were lower?

One might hypothesize that socioeconomic status made the difference, since the Group 4 subjects were more favored economically than were those in Groups 1 and 2. But the members of Group 3 were also favored, for although three Group 3 parents were unwilling to state their annual incomes, investigator judgment based on home observations and such indicators as parental education and type of occupation suggest that the average income for the parents of this group was as high as the income average for the Group 4 parents. Thus, while socioeconomic status might appear to explain why the IQ shifts for those in Groups 1 and 2 are different from those in Groups 3 and 4, it does not explain the marked difference between the IQ shifts for those in Group 3 and those in Group 4. Although when entering first grade the Group 3 students were considered low readiness in comparison to other first graders, they did have higher readiness scores than the Group 4 students as well as higher IQ scores (WISC individually administered). Yet by ninth grade these Group 3 students received lower IQ scores on the group-administered Lorge-Thorndike than did the Group 4 students.

In Twenty Lives the conclusion was drawn that

> Student and parent interviews suggest that the achievement of these Group 4 students was strongly supported by interest and positive pressure at home; intrinsic motivation seemed to evolve out of model, interest, and pressure; parent and teacher expectation played an important part, etc. In other words, these were very average students who, given a stimulating and supportive home environment, were transformed into Achievers. The implications of these findings can be, for educators, both encouraging and frustrating. Yes, what you do can make a difference. No, it isn't going to be possible for you to effect all of the changes alone! (P. 84.)

These findings would appear to contradict the argument that economic determiners are final, and suggest instead that such intangible variables as model, motivation, interest, perseverance, and pressure are important and may even be crucial in the development of young people who have gotten off to a slow start in reading.

Perception of reading. The responses to several items on the student questionnaire (nos. 9, 13, 14, 16a, and 16b) suggest that much reading occurs that is not perceived as reading. For example, many respondents said they got their news from newspapers (Q9), yet when asked what they had read in the past year (Q14), newspaper reading was not mentioned. Again, the college students spoke of studying, but apparently did not consider such activity as "reading." They did not mention textbooks or reference books when asked what they had read during the past year. Apparently, without realizing it, they think of "reading" as some special, purely pleasurable activity, like going to the movies, and fail to see that reading allied to need -- requiring textbooks, source materials, or "how-to" manuals -- is also reading. Nevertheless, all but two of the respondents accept reading, however perceived, as a desirable and significant part of their lives.

Determiners of reading. According to Tables 14 and 16a, it appears that how much reading the respondents do does not necessarily correspond to the number of books they have. For example, J.B., Group 1, read more last year than he has in the past, but he has few books at home, and he passes on the ones he does have now to others. (See Appendix E for other examples.)

Even though in some cases a positive correlation between personal interests and what was chosen as reading material seemed lacking, generally, relevance, life goals, and special interests (such as hobbies) appear to have determined the type and amount of reading done by these respondents.

Significance of this study. With these students, all of whom were low readiness in first grade, it has been possible to highlight by groups the differences between those who are achieving and those who are not. These findings should help educators make more accurate decisions regarding the educational needs of low-readiness pupils. In addition, the study has psychological, sociological, and political implications for long range studies of national literacy.

Recommendations

Recently the organization for the Essentials of Education issued a statement in one of its brochures supporting a balanced view of education. Urging commitment to a complete and fulfilling education for all, the statement suggests that

> Educators should resist pressures to concentrate solely upon easy-to-teach, easy-to-test bits of knowledge, and must go beyond short-term objectives of training for jobs or producing citizens who can perform routine tasks but cannot apply their knowledge or skills, cannot reason about their society, and cannot make informed judgments.

Twenty major professional organizations in the United States, including the International Reading Association, the National Council of Teachers of English, and the Association for Supervision and Curriculum Development sponsored the statement.

The recommendations that follow -- offered in the spirit of this statement -- suggest no easy solutions. They go deeper than such answers as "minimal competencies" or "survival skills" proposed to meet the cry "back to basics." In my judgment, only when we are willing to make major re-adjustments in our educational programs will society receive the fullest satisfactions and benefits of literacy.

It seems important, in light of the findings in this study, that greater emphasis be placed on such intangible variables as model, motivation, interest, perseverance, and pressure when educating students who appear reluctant or unready readers.

Model. Since parents, teachers, siblings, and peers have served as positive influencing models in the experiences of the low-readiness subjects in this study, it is recommended that such students be assured a model when learning to read. If this is not available in the home, it should be provided at school. This might be accomplished through cooperative programs between the school and the family sponsored by parent-teacher organizations where parents discuss how reading has been encouraged in the home. Grandparents, community volunteers, "Big Brothers" and Big Sisters," or senior citizens might be enlisted to read to and with children at school. Also, upper-grade youngsters who are good readers could be recruited to read to lower grade children with reading needs. The benefits can be reciprocal as the upper-grade pupil, while gaining experience, acts as a model. Scheduling uninterrupted times for reading when everyone, including the administrative staff, participates (as is done in some schools) is another way to offer positive models. Especially influential as models can be the teacher, librarian, or principal who shows the value of reading by doing so in the presence of the students.

Motivation. When the findings in Twenty Lives were reported briefly in American Education (March 1979), the editor omitted mention of motivation as an influencing variable. It was his opinion that the other four variables (model, interest, perseverance, and pressure) covered motivation. However, although motive is certainly influenced by model and interest, and perhaps even by perseverance and pressure, much that motivates a person is not included in these four variables.

It was seen in Twenty Lives, for example, that the students were motivated both by external influences (praise, rewards, encouragement, or the concern of family and friends) and internal influences (personal drive, religious convictions, self-discipline, or the desire to be helpful or be on one's own). Appendix J of Twenty Lives and Appendix C of this study reveal the differences in motivation affecting these students.

The fact that motivation as a tremendous force is often unrecognized, points to a significant oversight in education today. Too often education is artificially imposed rather than allowed to unfold as an outgrowth of a student's natural desire to learn. The findings in this study support the view that true education (i.e., mental and moral development) is achieved from within -- that learning results from supporting the motivating forces within the student.

A first step in stimulating these inner motivations is to match subject matter and instructional materials with a student's interests, background, and abilities. This will make the building of bridges from point to point -- or even between subject areas -- much easier for a teacher. In fact, this matching is essential for the student who must not be left to flounder on his own limited experience.

Instructing prospective teachers how to become bridge builders, however, can be time consuming. For example, I teach a one-semester course called "Practicum in Reading." I meet my students in a weekly class, read lesson plans, offer individual conferences as needed, and regularly observe their work with primary, secondary, or adult learners. Nevertheless, I often feel that if I could be present at every meeting between Practicum student and pupil, I would be able to show more effectively how the student might capitalize on learner motivation. I have come close to this possibility of fruitful teacher-pupil interaction with the student interns recruited as assistants in teaching the Practicum course and maintaining the Practicum Center. Our daily working relationship offers us the opportunity to share as well as build strengths in each other. For my part, I attempt to acknowledge and support what motivates my assistants just as I would a student in school. In this way they see how this approach can be used with their own students.

A nice example of this occurred recently. I suggested to one of my graduate assistants, who was taking the Practicum course, that she bring to the Center, from the elementary school next door, the four pupils she would be tutoring as part of her Practicum course requirements. (Ordinarily the Practicum students work in the schools.) In this way I was able to step in and out of the teaching situation casually, note ways to be of help, and then share these with her, either at the time -- occasionally by demonstrating some procedure with her pupils -- or later during a conference. In addition, because we were working together daily in the Center, she was able to ask me questions as they came to mind or as she was preparing lesson plans.

Such rewarding experiences have led me to the conclusion that educators should accept the next decade of anticipated decline in enrollment as a time to reexamine what really motivates children and adults to learn, and revamp teacher training accordingly. We all need to become more flexible and responsive to what motivates learners, noticing how maturation, evolving needs, or new occupational and life demands cause aspects of motivation to shift in importance. If instructors are to capitalize on the learning potential behind motivation, we must be aware of such changes.

Interest. A fundamental ingredient contributing to motivation is interest. Since interest was consistently identified as a determiner in the reading successes of these low-readiness subjects, it seems imperative that this variable be more specifically considered when constructing curricula or building reading programs. This is not a new idea, but it bears repeating when one can visit schools all over the country where prescribed programs rule out such individualization. Of course, it is not feasible, or even desirable, to do away with basal readers or other well-developed texts, but avid readers can be, and have been, produced through adapting, augmenting, and complementing these materials with additional reading matter -- and projects -- that are based on a student's personal interests.

As an example of this problem, a student teacher, participating with a high school English teacher in a unit planning session, suggested it might be more beneficial to have the students do term papers on something of interest to them than on the topic the teacher had selected. Reluctantly, the teacher assented; she found it difficult to set aside what she felt the students should study even though the purpose of the unit was not to master content but learn how to write a term paper. In a similar circumstance a teacher insisted on following a unit on Shakespeare. It was less than successful because no bridge building was planned that would prepare the rural, non-college-bound students for the special characteristics of Elizabethan language. A more imaginative teacher would have drawn on the students' interests in a way that could have made Shakespeare come alive for them.

By contrast, one graduate reading-education student who was trying to save a high school sophomore from dropping out, discovered the young man had "some" interest in model airplanes. His mother thought him lazy, and his teachers seemed unable to cope with his lack of ability in, and in-difference to, reading. However, during the semester the tutor brought to the sessions many books about model airplanes and how to build them. One day the student appeared with drawings he had made for constructing a six-foot model. The plan--which had taken him many hours to complete--was to scale, and the ideas were taken from several of the books supplied by the tutor. This activity fanned the young man's interest in planning and building model planes and in turn improved his desire to learn to read. During this time the tutor discovered the boy's father was an engineer and a World War II pilot. A great deal of anguish on all sides began to subside as the boy was supported in a genuine interest.

Perseverance. Many student dropouts have never been exposed to the value of staying with a task until it is completed. Even though the subjects in this study may not have understood the word perseverance at the time of the high school interviews, since then its meaning has become clearer through natural maturing and necessity. It is fortunate that most of the subjects have had, to some degree, the satisfaction of experiencing the fruition of sustained effort.

For other students, however, perseverance is thwarted by the very educational processes designed to solve their problems. Here are three instances where perseverance was frustrated by arbitrary guidelines and inappropriate organizational schemes.

Federal money is available for learning disabled (LD) children, but the criteria for placing them for instruction is unclear. Frequently they are put with instructors who have had no training in teaching reading, while experienced reading teachers are often not allowed to work with LD children. Thus, in some instances the placement of these children does more harm than good--they are unable to persevere because the possibilities for success are meager.

Another aspect of the administrative shuffle that sometimes loses kids through the cracks was described recently by a junior high teacher of the educably mentally retarded (EMR). Apparently, because of criteria changes for inclusion of the EMR in regular classes, several of her students, although unready for the demands, will be "mainstreamed" next year in junior and senior high schools. Case studies on such students reveal that many go from one frustration to another until they are led to mental or physical breakdowns. Here again, circumstances make it impossible for them to persevere. The Reading Practicum Center files contain other examples of this type of deterioration.

And, a final example. In the 1970s many experiments with open classrooms confused open space with open teaching. The concept needs rethinking. If open classrooms mean constant noise and children moved between team teachers assigned to set time blocks, we have failed to see how such commotion and rigid scheduling fragments a child's ability to think clearly. In an age hastening to even greater fragmentation, should we not provide within schools secure and quiet oases where children can learn how to persevere at a task until success is achieved?

On the other hand, let me share two victories won through perseverance over obstacles that, at the time, seemed almost insurmountable. A seventh grade boy reading at a second grade level was enrolled in a summer reading clinic. Early in the summer he broke his leg. With the possibilities for outdoor activity now severely limited, he was willing to tackle Kon Tiki, a book I had read and felt sure, from his interest inventory, that he would enjoy. We mapped segments of Thor Heyerdahl's trip, read exciting passages aloud to each other (as his reading skills would allow), checked reference books, and relived the excitement and challenge of this unusual voyage. By the time the boy entered school in the fall he was reading at grade level. The parents were tearful with gratitude and, of course, their son felt great! For once in his life he learned the value of perseverance.

The second victory, though not so quickly won, was nonetheless dramatic. A fifth grade boy was labeled as reading about two years below grade level. I was asked to tutor him. We worked together for almost a year during which time I became convinced his reading problems stemmed from disinterest rather than inability. Instead of using phonic drills or prepared comprehension exercises, we worked with the radio receiver he was building (he was fascinated with electronics), browsed through art books (he also loved art and was good at drawing), and shared amusing stories (he loved jokes and, like most boys his age, usually had one to swap). Now this young man has a Master's Degree in art, teaches at the college level, and reads avidly in his areas of interest. He willingly perseveres in those things that matter to him.

Pressure. Positive pressure to achieve must not be mistaken for domination in today's educational scene. Discipline and pressure--an old-fashioned duo--can be effective in present-day classrooms. Many of the young people in this study expressed appreciation for parents and teachers who established demands and maintained them with understanding.

The related research in Chapter 2 shows how pressure affects children in different ways. It behooves educators, therefore, to recognize individual needs and characteristics, and then apply the pressure that is likely to produce the desired results. Naturally, discussions between parents and teachers about rules, guidelines, limits, and rewards is always in order.

Strategies. Because we all tend to take many everyday activities for granted, several of the subjects in this study failed to recognize the reading of newspapers or magazines as "reading." For them reading generally means doing something special--something apart from the norm. Even so, a good portion of these subjects do not read a newspaper with any regularity. Perhaps, then, we should make greater use of newspapers (and other periodicals) in the classroom. If, for example, a daily newspaper were available, not only might critical reading and discussions be tied in with local and world events, but the students could discover how natural it is to read a newspaper regularly.

An informed electorate is vital, yet many are not informed. This may be one reason why a little over half of the population (59.2%) make the effort to vote. If, as forecast, the pace of social change increases, learning to skim newspapers, and other reading matter, for information becomes essential. A free press is an important cornerstone of our society, but many young people--including some in this study--do not understand this nor see what is involved in protecting it. Intelligent use of newspapers as teaching material may be one way to correct this.

In addition to reading for information, as important as this is if we are to cope with our responsibilities, there must also be reading that enriches--that stimulates creative thought, provides relaxation and pleasure, or brings some peace of mind. This, too, can be done in the schools.

A particularly popular activity with Cedar Rapids eleventh and twelfth graders is an individualized program where an hour a day is set aside for uninterrupted reading. This practice should be more universal in schools and homes. There should be a period in each student's day when he can read from books of his own choosing. Of course, the books should be made available by personnel who understand student needs and reading abilities. The student who unwittingly chooses overly difficult material will soon find other ways to spend his time. Even browsing in cookbooks might be satisfying to some during this individualized reading period. They might not consider this "reading"; nevertheless, through this process they are improving their ability to handle reading that requires following directions carefully.

Also, students need more experience with libraries. Many, from preschoolers on up, have discovered the riches to be found on library shelves. They have learned that reading is certainly more than just making one's way across the page. Furthermore, many who consider themselves poor print readers are quick to interpret--"read"--body or other types of sign language including mathematical symbols. They often do not recognize that reading in its largest sense plays an important role in their lives. Our job as educators should be to provide the link between these "reading" experiences and the printed word.

Finally, some recommendations, based on the student interviews, regarding counseling. Several said they might have done differently in high school had they been aware of the alternatives. Perhaps the following should be considered.

Instead of expecting a counselor to be personally responsible for providing all information, various service groups (Lions, Rotary, Altrusa, Kiwanis) or business and company representatives might volunteer to counsel students in areas of mutual interest. The school counselor could act as middleman by bringing student and volunteer together. Recent graduates might also be solicited as parttime counselors. Because of the proximity in ages, such volunteers can be particularly successful.

Roundtable discussions with schoolboard members on a regular basis where parents from various social, economic, and academic backgrounds are represented can also be beneficial to students.

And lastly, small groups could be formed in which the less assured can have the opportunity to develop leadership qualities that might not emerge in a crowd.

Resources. In addition to the many resources listed in standard texts on diagnosis and remedial reading, the following three ideas seem particularly appropriate to the population represented by this study. It goes without saying that any resource with which they work should be matched to their reading abilities and interests.

Since one of our prime goals should be to show students that reading speed must be adjusted to the material being read, how practical it would be to use the students' favorite magazines--perhaps Sports Illustrated or Popular Mechanics--as vehicles for learning to skim, summarize, catch main points, identify fact from opinion, or develop outlines. This would assure motivation through interest.

Television is another resource that should be used more as a means of recognizing propaganda techniques, developing viewer selectivity, or applying critical thinking.

Many of us have had to learn about insurance policies, income tax forms, buying a house, or contracting services from family members, friends, or professional consultants. Perhaps students in high school could take mini courses in functional reading that tackle one problem a semester. These modules might be called "Fine Print" courses. They could emphasize understanding the oft ignored or misunderstood clauses in such contractual material. Experience with technical manuals, charts, graphs, and tables might also be included.

Needed research. This study was conducted in a stable, midwestern community. It would seem important now that other researchers attempt to discover if the significance of these five variables in the development of the subjects in this study holds for other populations. These researchers might consider additional variables--such as creativity, humor, independence, a sense of timing, or the ability to organize--to see if they exert as much influence as model, motivation, interest, perseverance, and pressure.

Another step in this Cedar Rapids longitudinal research would be to consider the types of material these subjects read in the light of their family backgrounds. It would be interesting to see if the findings agree with or refute schema-theorist assumptions that, since students bring to a learning situation those thought structures developed through their experience, that background experience ought to be such as to make reading success possible with a given set of materials.

It is impossible to highlight appropriately all aspects of this research. Consequently, I would like to encourage others (such as those suggested in the following list) to study the student transcripts and parent interview notes--as well as the collected data--with a view to providing fresh perspectives of interest and value to the educational scene.

1. Linguists--who might wish to examine language usage.
2. Sociolinguists--who might wish to examine late twentieth century language samples from selected backgrounds.
3. Parents--who might wish to compare points of view with other parents.
4. Students--who might want tips regarding career directions or course options before leaving high school.
5. Teachers--who might be interested in how students view method, attitude, or materials.
6. Adminstrators--who might be seeking perspectives on student development and curricular change.
7. Writers--who might need material regarding late twentieth century Americana.
8. Journalists--who might be looking for less sensational but still newsworthy evidence that hope, human values, and commitment to self-realization are present in the American community.
9. Sociologists--who might be searching for documentation of one segment of American life.
10. Political scientists, legislators, politicians--who might like to see, when developing school policy, what kinds of changes could make a difference in education.
11. Reading researchers--who might be interested in examining developmental gaps and identifying individual patterns of reading growth.

During the two years since the high school interviews, the many changes that occurred in the lives of these respondents often appeared more physical than mental.

Nevertheless, there were mental changes as well, sometimes caught through unfinished sentences that suggested dreams not yet fulfilled. To capture fleeting moments now can only suggest the direction the dreams might take. To visit these students in the next few years will tell whether or not the dreams have been realized.

APPENDIX A

Description of Sample Selection Process

from

Twenty Lives

APPENDIX A

Copies of pages 19, 20, and 21, from Twenty Lives describing the process used in selecting the students.

Selection of Subjects

Two criteria for selection of case study subjects were observed: (1) both student interviews (taped) and parent telephone interviews were to be available; (2) students were to be selected whose ninth grade ITED and 11th/12th grade general performance showed the greatest contrast with original first grade prognosis. The first criterion was relatively easy to meet. Meeting the second was involved and demanded time and considerable investigator judgment.

Initially, lists of those students in 11th or 12th grades who had been interviewed by the investigator (52 Achievers and 19 Low Achievers) were developed showing Metropolitan Readiness raw scores ranging from 10 to 60* since that had been the primary criterion for inclusion in the first grade study. These lists also contained ITED scores at ninth and eleventh grades, and, for the Achievers only, notes regarding parent interviews and eleventh grade test scores (see Appendix, Tables 7, 8, 9, and 10).

Achievers (N=52). Next, all Achieving ninth grade students were divided into two groups: those who in 1964 achieved raw scores from 1-39 (N=27) on the Metropolitan Readiness Test; and those who achieved from 40-60 (N=25) on the Metropolitan Readiness Test (see Appendix D), Tables 11 and 12).

From each of these groups, five students were chosen whose ninth grade ITED general performance showed the greatest contrast with original first grade readiness prognosis (see Table 4). When two students were tied, the student with most complete data was chosen.

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*See Appendix D for display of Metropolitan Achievement Test (Form A) raw scores and percentile rank equivalents.

Low Achievers (N=19). The same process described above was followed for low achievers (those students who did not score at or above grade level on any subtest of the ninth grade ITED).

As may be noted in Table 2, there were only five ninth grade low achieving students who had scored in the 40-60 range on the Metropolitan Readiness Test, and therefore all five of these students were included as case study subjects. See Appendix C, Tables 8 and 10, for other data on Low Achievers.

TABLE 4

Twenty 11th and 12th Grade Students (Ten Low Achievers[1] and Ten Achievers[2]) Whose 9th Grade ITED Show Greatest Contrast with First Grade Readiness Prognosis

9th GRADE LOW ACHIEVERS				9th GRADE ACHIEVERS		
1st Grade Metro		Name	9th Grade ITED (15.1 mn)[3]	1st Grade Metro	Name	9th Grade ITED (15.1 mn)[3]
40 - 60	60	J.B.	10.	60	T.H.	12.
	60	C.Q.	11.	52	D.G.	12.
	52	M.K.	12.	52	V.S.	12.
	50	B.C.	10.	45	S.K.	8.
	40	K.C.	10.	43	J.J.	10.
1 - 39	38	C.R.	8.	38	C.W.	19
	38	D.F.	10.	35	L.C.	18
	26	E.L.	10.	33	M.F.	18
	20	D.U.	8.	30	P.H.	19
	18	T.C.	11.	38	B.W.	20

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[1] Achievers: students within the sample of first grade low reading readiness pupils who scored at or above grade level means on any subtest (except math) of the 9th grade ITED.

[2] Low Achievers: students within the sample of first grade low reading readiness pupils who did not score at or above grade level means on any subtest (except math) of the 9th grade ITED.

[3] Composite Mean: students may have achieved above cohort mean on some subtests even though not reflected in composite scores.

APPENDIX B

Interview Questionnaire Forms

Parent and Student

Parent Questionnaire

TWENTY LIVES REVISITED

Fourteenth Year Beyond First Grade Interview

Parent's name ____________________

Date ____________________

1. Where is your son/daughter now?

2. What is he/she doing?

3. a. Has his/her career direction progressed as anticipated -- by you?

   b. Has his/her career direction progressed as anticipated -- by him/her?

4. Has anything happened to him/her that you consider important?

5. Are there other items that might be of interest concerning him/her?

Student Questionnaire

TWENTY LIVES REVISITED

Fourteenth Year Beyond First Grade Interview

Student's name ____________________

Date ____________________

Because you had special training in first grade, I would be interested in your responses to the following questions--responses that can help teachers and educators better answer the question, What life experiences are significant in producing a successful reader? These responses will remain anonymous.

1. What have you done since high school?
   - a. college ______________
   - b. vocational college _______
   - c. job ____________________
   - d. travel ______________
   - e. special opportunities ______
   - f. other __________________

2a. Have your career plans progressed as expected?

b. What do you consider the successes of the years since high school?

c. What do you consider the failures of the years since high school?

3. What is your family situation now?
   - a. living with parents ______
   - b. living on my own
     - (1) married ____________
     - (2) alone ______________
     - (3) with someone ________
     - (4) other ______________
   - c. children
     - (1) how many ____________
     - (2) what sex ____________
     - (3) none ________________

4. Have there been changes in your immediate family?
   - a. divorce ______________
   - b. death ________________
   - c. brothers/sisters away ______
   - d. other ________________

5. What is your current income?
   - a. $1,000 or below ________
   - b. $1,000 to $5,000 ________
   - c. $5,000 to $8,000 ________
   - d. $8,000 to $12,000 ________
   - e. $12,000 to $15,000 ________
   - f. over $15,000 ________

6. In your present position do you feel
   - a. secure? ______________
   - b. respected? ____________
   - c. fulfilled? ____________
   - d. that you belong? ________

7. Would you be willing to move if it meant a better job or educational opportunity?
   - a. yes ________________
   - b. no _________________
   - c. maybe ______________
   - d. other ______________

Student Questionnaire, page 2

8. How has your health been?
a. excellent ____________
b. good ____________
c. fair ____________
d. poor ____________
e. other ____________

9. Where do you get your news?
a. television ____________
b. newspapers ____________
c. magazines ____________
d. other ____________

10. How often do you attend movies?
a. weekly ____________
b. monthly ____________
c. never ____________
d. other ____________

11a. What are your favorite television shows?
____________ ____________

b. How many hours a day do you watch television?
(1) less than 1 ____________
(2) 1 to 2 ____________
(3) 3 to 4 ____________
(4) 5 to 6 ____________
(5) 6 to 8 ____________
(6) 8 or more ____________

12. What are your current interests or hobbies?
____________ ____________

13. What are your feelings about reading now?
a. like ____________
b. dislike ____________
c. qualified ____________
d. other ____________

14. What have you read in the last year?
____________ ____________

15a. How important is reading to you?

b. Do you read when in trouble (marriage manuals, the Bible, etc.)?

16a. How many books do you have at home? ____________

b. What kinds of books? ____________

17. Did your parents read to you when you were young?
a. yes ____________
b. no ____________
c. how often? ____________
If you have children, do (will) you read to them?
a. yes ____________
b. no ____________
c. how often? ____________

18. Would you have done anything differently in high school?

Student Questionnaire, page 3

19. Would you have changed the high school offerings?

20. Do you feel at an advantage or disadvantage because of your high school experience?

21. What are your values now?

22. Have there been changes in your values?

23a. What motivates you now?

b. Have there been strong modeling influences in your experience?

24. Are you aware of changes in your ability to persevere?

25. What are your goals for the next year?

APPENDIX C

Student Interview Transcripts

J.B. (Response by mail, rec'd 3/3/78)
Group 1

#1 (What have you been doing since high school?)

In the Navy as a radioman.

#2 (Is that what you planned?)

Yes

#2b (What do you consider the successes of the years since high school?)

I don't know if I would consider the Navy a success since I joined right after graduation.

#2c (Failures?)

No response

#3 (What is your family situation now?)

Living away from home.

#4 (Any changes in your immediate family?)

No response

#5 (What is your current income?)

$5000 - $8000

#6 (How do you feel in your present position?)

Respected

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Yes

#8 (How has your health been?)

Good

#9 (Where do you get your news?)

TV and Paper

#10 (How often do you attend movies?)

Twice a month

J.B.
#11 (What are your favorite TV shows?)

Family, Starky and Hutch, Hawaii - Five 0, All in the Family, Saturday Night Live

#11b (How many hours a day do you watch television?)

3-4

#12 (What are your current interests and hobbies?)

Chess, sports

#13 (What are your feelings about reading now?)

Like

#14 (What have you read in the last year?)

Sybill, 18 Best Stories by Edgar Allen Poe, Roots now.

#15 (How important is reading to you?) (Do you read when you are in trouble?)

No

#16 (How many books do you have at home now?)

None, I read a book then pass it to someone else here on the ship who hasn't read it.

#17 (When you were young did your parents read to you?)

Can't remember

#18 (Looking back, would you have done anything differently in high school?)

Yes, I would have gone out for some sports but I had a paper route after school.

#19 (Would you change the high school offerings?)

Yes, I should have tooken classes that I didn't like.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

Both advantage for making it and disadvantage for not taking other courses.

#21 (What are your values now?)

No response

#22 (Are there changes in your values?)

No

J.B.

#23 (What motivates you now?)

No response

#24 (Are you aware of changes in your ability to persevere?

Yes

#25 (What are your goals for this next year?)

Save money, make next pay grade E-4.

#26 (Other?)

No response

L.C.
Group 4

#1 (What have you done since you were in high school?)

Well I went to Kirkland Community College and took a legal secretary course for a year. (And how long does that last?) August 76 to August 77. (And since August of this year you've been in this office?) No, I started out in...Merchant's and worked there for about three months and then came here. (So you've been here since?) End of October. Last week or two of October (And were you doing legal secretarial work at Merchant's? Merchant's is a bank is that right?) Yes, I think the bottom three floors have bank and bank offices and right above are businesses and we were on the eighth floor (But you were doing legal secretarial work there?) Um hum.

#2a (Is this what you planned when you graduated from high school? Is this what you thought you'd do?)

I've changed. In high school I wanted to go to college. And when I kept thinking about four years and then more years in law school I wasn't sure whether I would go all that way. And I don't like to start something and then stop. And I thought if I went into the legal secretary work it would keep me interested and then later I was going to go back. I would like to go back to paralegal work. (That's probably a good idea. So not as originally planned but you're still on the same general course?) It kind of changed during my last year. (What was your grade point average at the end of your high school?) I made the top 15% of my class so I don't know what that was. (And this was at which school?) Jefferson. (Isn't that marvelous!) I made the National Honor Society. (That's wonderful.) (So as far as your fitting into political science or law or getting into a school, you would be accepted, would you think?) I think so. I turned down Coe.. I could have gone tuition-free cause I checked into both Kirkland and Coe but I was afraid I wouldn't be good enough for it 'cause I'm kind of stubborn and can't see both sides all the time. So I decided I really wasn't the right type for a lawyer. But I do like the law so I just did it this way. (Would the Coe experience have prepared you to go on for law?) Yeah, It would have been four years of political science. I actually could have taken four years of political science and just stopped there. I didn't have to law but I really didn't understand what just political science would have done just...

#2b (What would you say are the successes since high school?)

Since high school? I don't know. Graduated from Kirkland was something. Getting through that.

#2c (And have there been anything that you would have called failures?)

I don't know. Not really failures. Merchant's they had to let me go because they had just moved into this new office and they didn't have enough money. But I don't really think that was a failure. (No, I wouldn't either. It certainly wasn't a failure on your part, maybe on their part.) I don't think they had planned ahead. Their remodeling expense cost them more than they thought. And they went to a new phone system and they hadn't counted on a $600 phone bill. They gave me a very good reference for that and I was only off four days between the time they let me off and the time I got this job. (Fantastic.) So I've really been quite lucky.

#3 (Are you living at home?) Yes.

#4 (Have there been any changes in your immediate family? Divorce? Death? Brothers and sisters? Whatever?)

Mike is still in service and he's going to be another four years. (Your brother?) My older brother. And then Doug he's two years older than I am, Mike is three, Doug is engaged to be married. That's it basically I think.

#5 (If employed, and you are, what is your current income?) I don't know. (Well, how much do you earn a month?) $500. I never figured this out. (Well, you should know this. $500 times 12 is $6000). So it would be o.

#6 (And in your present position do you feel any or all of the following?)

I think really all of them because everybody just gets along so well you feel you're respected. In fact Mr... takes the blame for every mistake made even if it's partially my fault or even if it isn't my fault. He'll never let you take the blame. They're very good about that. (That's a wonderful thing. Is he your immediate boss?) I actually there are five in there now and two secretaries. I actually work for four of them and Bonnie does Mr. Massett. Occasionally I will do something for him not very often.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

I think so. Yes.

#8 (And how has your health been?)

Oh good. Real good. (Good or excellent?) Excellent.

#9 (Do you get news from TV,paper,magazines?)

TV and paper. (Does your family subscribe to the local paper?) The Gazette in Des Moines. (The Register?)Yeah.

#10 (Do you attend movies?)

Yeah. (How often?) I just went last night. Usually at least two or three a month. (Would you say weekly?) I would have to say weekly because there are times when I go three times in a row in one week. (It probably averages out to weekly.)

#11a (What are your favorite TV shows?)

I really don't watch TV that much. (Oh. What do you watch? You watch the news, you said that.) Um that's my father's fault really. He watches it and I've been watching it with him. (It won't hurt you!) Sometimes I watch "Family" (I've heard that's pretty good.) I can't really think of anything else I watch regularly.

#11b (How many hours a day would you say you watch TV?)

3-4 (So your watching would probably be when your father has it on?) Um hum.

# 12 (Do you have any current interests or hobbies?)

I like to hike and ... (Now you can't hike much in the winter time.) It's seasonal. (So you go to movies and...)

#13 (What are your feelings about reading now?)

Oh I like to read.

#14 (What have you read within the last year?)

The last year was kind of taken up with school. I haven't read too much since. When I do read I like to read fiction, true stories. (Do you have some favorite authors?) No, I really don't know who writes. Isn't that terrible (Where do you get your books?) Friends will recommend them or something. (Do you remember anytitles?) Okay, I think I've read the Buntrack Family Series. (I was reading about that mother yesterday in the paper.) I read about two or three books, I can't remember, they had out. (Any others?) Can't think of the title! No Language but a Cry I think it was.

#15 (Would you say reading is very important to you or modestly important or that it wasn't important at all?)

I usually read just for fun. (That's some of the best kind.) (Do you ever read when you're in trouble, when you need help with something? Anything from The Bible to a marriage manual, to fixing a car, repairing a sink.) When I went to Kirkland we had to take a psychology course and we had it for six weeks because we had a longer class period and we read a book *I ain't much but I'm all I got*, and I liked that. I'll go back to that. (I don't know that but it sounds like an interesting title.) It starts out and it kind of caught my interest. This gentleman tells how he started teaching and wrote the book and there are a lot of things that his students wrote in the book. I really enjoyed it.

#16 (How many books would you say you have at home now?)

We don't have enough space for our books put it this way. (What does that mean? You have lots of books or a very small house?) We have a large house, it's not small, but the kids will buy books through school, my brother he likes the Western series and he some books on boats and stuff and Dad has books and Mother has books I have books. Seven in the family and no room. (This room which is book-lined I would say has 2000 books in it. Sounds to me like you're saying you have that many.) We've got them in boxes and on end tables and in cupboards upstairs. (We'll put down about 2000. Your brother has westerns and what kinds of books does your dad have?) He gets the *Reader's Digest Condensed Books* for the stories in them. (Does he have special interests for which he buys books?) The war and history. Like he's bought 5 books since October. (I'd say that was an interest. How about your mom?) Romances.

#17 (When you were little did your parents read to you?)

I really can't remember. Not very often. We did more puzzles. Puzzles they'd help us out with. (What kinds of puzzles?) Oh crossword, picture puzzles. Put the pieces together and we played "Sorry". I could count when I went to school, couldn't spell but I could count. (If you had children, would you read to them?) I think so. I babysat and read to kids.

#18 (Would you have done anything differently in high school?)

If I was to go to Kirkland I probably would have because I took more college prep courses, than I did, I took typing because my mom between my mother and I we talked it over and I took typing and accounting and that was basically the extent of my secretarial trining. And I had more college prep courses. (So you're saying you would have taken more what?) More typing, more business courses.

#19 (Would you change what the high school offers?)

Two years and I'm trying to remember what they offered. (Do you feel there were courses you would have liked to have had?) There were things that I didn't know about, that they didn't talk about, they left it up to you. (How did you find out about the courses that were offered?) Catalogue and teachers' recommending it. You had to have certain many hours of language arts and this, you know, elective wise... (Did you look at the catalogue?) Like office education in high school, you know I really didn't know that much about that, and I didn't know that for distributive ed or whatever they called it, that you had to register when you were a junior for senior year. Now, that was never explained, something like that. I guess because I wasn't taking those courses.

# 20 (Do you feel at an advantage or disadvantage because of your high school experience?)

I wouldn't say it was any disadvantage at all. I did quite well in Kirkland without having any business courses. (Good.)

#21 (And what would you say are some of your values now, Linda?)

Well what exactly do you mean by values. (If someone came here from Germany and said what's important to you now in your life, what do you value. It's people, things,...)

People mean a lot. My family is very close. And I think that's important to me, being close to others, and getting along with them. (Are there other things that you think of as important values to you?) Doing well at work. That's got to be right up there too because if I don't do well at work I'd lose my job. (Family, church, school, our way of government.)

#22 (Have there been changes in your values over the last years?)

No, I would say they've gotten more stronger. (Which ones have strengthened?) I think work means more to me. When I was in school, a waitress. I was good and I have gone back to work part time a couple of times. The things that I thought I needed to do without being told they don't do, they don't even do half of the things. I feel that what I then didn't affect anybody else. I don't know maybe that's not right and I shouldn't say that. (I think that's very much to the point. You feel as though you would have done more in that same situation now.) I would like to go back and tell them, you should do these things because if you don't it makes it twice as hard for you when you have to. You make it a routine. When I was there I probably could have cleaned that store in ten minutes. It took almost two years. (You were waitressing where?) At Woolworth's. (That's when you were in high school?) Um hum. (How many hours a week did you work?) When I was a senior I was putting in almost forty hours a week. (And you still came out in the

15%?) Yeah. I'd leave school at 12:30 and start work at 1:30, and I'd work until closing. I said we worked late, you know, they were open till 9 I worked from 2-9 (Good heavens!) And on Saturdays, I came in early and worked till 5. I started coming in at 6:30 and changed till 7. I worked from 7-5. (When did you ever do your homework?) At night. In between classes. Lunch hour. I had math in the morning. That was usually my biggest. I'd do that during my lunch hour. And then reading I'd just do whenever. Take books to school read on breaks.(Fantastic.)

#23 (What do you think motivates you now?)

That's a hard question. I really don't know. (You said that you liked people, that you wanted to get along with them.You're interested in someting, somebody pushes you.) I think knowing that I'm doing well and having others tell me it helps quite a bit. Like when I came in here, over at the other office I did basically abstract three months, there was very little else. I camehere and it's everything. And it was alot different and I didn't feel like I really knew what I was doing. Questions all the time. Every once in a while they'd say well this was done really good, or you're so fast and I really feel good. (That's wonderful.)

#23 (Have there been strong modeling influences in your experience? People who would have served as a model for you.)

Mary at the other office, she acted as my supervisor. She wants me to go back to school. She says you're that type and you'll do it. She got to know me very well in three months. We were very close. My parents.

#24 (Are you aware of changes in your ability to stay with things?)

If you could see the work that I have to do, that I come in many times over the weekend to do it. I stay with it till it's done. That was why I really didn't want to go to college. If I started something I'd go right with it. (You may feel that way now. Gradually as you become more confident in yourself, you may say, "Gee, I could do that.") I talked to my parents a lot about this, because Cole, I could have gone. It was right there, it was practically handed to me. And we talked it over because it would have meant alot. It would have been putting things off and yet doing something I really wanted to do. I went this way, because if I wanted to I could go back. I'll have this to fall back on. (I'm not saying that it's a bad decision at all. You find that you grow and progress a decision that you made then might have been appropriate then. Things may change as you go along.)

#25 (What are your goals for this next year?)

For this next year? Oh, I don't know any goals. I want to get my car this year. Is that a goal? (Yeah.) It's my personal goal. (That's a darn good goal. How are you going about doing that?) I get paid twice a month, fifteenth and last day of the month, half of my paycheck goes into savings, and a fourth goes into checking, and the rest goes to bills, you know. (That's wonderful. Are you planning on buying it in cash?) No, I'm planning on
#26 going to Florida too this year so my car's coming after I get back from Florida. (Do you have friends down there?) My uncle's down there.My girlfriend, my brother's fiancee's sister is going with me. Ruth is alot younger than I am, so we're going together. (Have you been to Florida before?) No. (Oh what fun.)We're going to go to Orlando and see Disney World. I want to see the whales. In May with office education I went to Texas and the thing I wanted to see above anything was the whales at Seacrama. I've done more traveling since my senior year. (You went to Texas and that was for what?) A national convention in office education. (What else?) At Easter Cindy here, my brother and some friends of ours went down to St. Louis. There were six of us. My parents didn't have much money to give me for graduation so they gave me a little party. And we had a special vacation for each of us that graduated. We went down to Sundail City for a vacation and we went with family. That was really something special. 27 of us (Good heavens.)We sunk a boat. (And that was where?)

R.C.
Group 1

#6. (In your present position do you feel:)
Handwritten response:

c. Respected

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Handwritten response: No

NOTE:

This is the only interview in which the respondent was asked to fill out the form in longhand. After this was done, the investigator realized a verbal interview would produce more substance from the questions. Thus the irregular transcripts.

#8. (How has your health been?)

Handwritten response: b. good

#9. (Where do you get your news?)

Handwritten response: TV Paper

#10. (How often do you attend movies?)

Handwritten response: Weekly

#11.a (What are your favorite TV shows?)

Handwritten response: Soap - any comedy show.

#11 b. (How many hours per day do you watch television?)

Handwritten response: 3-4

#12. (What are your current interests and hobbies?)

Handwritten response: Cooking

#13. (What are your feelings about reading now?)

Handwritten response : Dislike.

R.C.

#14. (What have you read within the last year?)

Handwritten response: Forever, Reader's Digest, People

#15. (How important is reading to you?)

Handwritten response: I don't feel it's to important now - I mainly read because I'm bored with t.v. or noting else to do. (Do you read when you are in trouble..Bible) No.

#16. (How many books do you have at home now?)

Handwritten response: 0

#17. (When you were young, did your parents read to you?)

Handwritten response: Don't remember

#18. (Looking back would you have done anything differently in high school?)

Handwritten response: Yes, took my classes more seriously, tried to meet more people- be more outgoing.

#19. (Would you change the high school offerings?)

Handwritten response: I wish there would have been self-improving courses and more business classes.

#20. (Do you feel at an advantage or disadvantage because of your high school experience?)

Handwritten response: advantage - meeting the people I met - sports, some teachers, disadvantage - more legal classes, enforcing more attendance rules.

#21. (What are your values now?)

Handwritten response: being more sure of myself, more open to people, do the best I can in everything I do, understand everybody's feeling not just my own.

R.C.

#22. (Are there changes in your values?)

Handwritten response: Yes, having more rules laid down for me. Respecting the people that have tried to help me in high school that I thought at the time were only picking on me, example: teacher, principal.

#23. (Have there been strong modeling influences in your experience?)

Handwritten response: Parents and sister, at work - Agnes, head secretary

#23. (What motivates you now?)

Handwritten response: When it doing something for someone in my family it's love and respect, sometimes pressure at work I do things mostly to be independent.

#24. (Are you aware of changes in your ability to persevere?)

Handwritten response: Yes, I feel that if I feel I'm doing a good job at something and once in awhile get told I'm doing good I can stick to anything.

#25. (What are your goals for the next year?)

Handwritten response: Hopefully to be a better person - more outgoing, respecting others feelings more and still be working for this lawfirm.

R.C.
Group 1

#1 (What have you been doing since high school?)

I went to Kirkland and I took two quarters of legal secretary. (Do they have a whole program that is designed to train legal secretaries?) Yes. (That's great). They all combine into one. You can do medical or legal or insurance. And then part time I worked at D. Gosling and Company, C. P. A. (Is that Goes?) Dee Gossling and Company. And then I cam e here. (And you've been here since when?) May. (May 1977). Right. (So you've been doing a vocational college and a job.)

#2a (Have your career plans progressed as you planned?)

I don't know. When I read that I really...What's that really mean? (When you graduated from high school, what did you plan to do?) I really didn't know when I graduated. I wanted to be a nurse. I didn't want to go to school. And then I talked to one of my friends and she said she worked for a lawyer. And it sounded, she said she really liked it. I had training as a secretary so I went to Kirkland and took the legal course. (If somebody said, "What do you think you'll be doing ten years from now," what would you say?) Ten years from now? (Yes.) I'd like to still be working here? (Good.)

#2b (What do you consider the successes of the years since high school?)

Getting a job.

#2c (And have there been anythihg that you would call failures?)

No, not really. (Okay.)

#3 (And you're living at home?)

No. I'm living in an apartment now. (You're married, alone, with someone?) I'm with my sister.

#4 (Have there been any ma or changes in your immediate family?)

Yeah. My brother got married. My sister, she's married, she had a baby and now divorced. (Is this the sister you're living with?) Um hum. (So you have the sister, the baby.) You see I moved out in August with a girlfriend. She moved back home. I couldn't afford to live there by myself. So she moved in (It's probably nice for your sister too) Yeah.

#5 (You saw the breakdown on income here.) This is yearly, right? (Yeah. Where do you fall?) Let's see. C or D ($5000-12000).

#6 (In your present position, do you feel...?)

(You can just mark these in pencil. I think it's 6 and 7). (If you want to mark all of them that's fine.) Okay.

#14 (On a question like #14 it's sometimes hard to remember titles. I notice on #13 that's not a favorite activity for you. What kinds of things do you read?)

Used to be. I just haven't found time. I just lost interest. (Yeah, that's a different kind of thing I think, not having time. Different than disliking it. This may be a period in your life when you're doing different kinds of things and the demands are pretty great on you.) On 14 do you want me to...(If you've read anything within the last year. Or do for example do you read magazines, newspapers,) Oh, that includes (Sure, right.) The magazines, do you want the names? (Yeah.)

#17 (Do your parentsif you remember their reading to you. Here's a marker, if you don't remember anything like that, write "Don't remember?)

#18 (Are you on 18 now?) Yes. (How are you going to answer that?)

I was going to put I'd take it more seriously.(Would there be course, okay, then on 19,in terms of changing high school. You see that's the kind of thing right now I think can be very valuable to people.)

(When you say, "would have taken it more seriously" what would that have meant?)

I would have tried to get more out of it. Like some things I took because I had to take. If I had to do it over I would have taken em but I would have done alot more studying. (Cause you probably took them but you probably didn't exert yourself as much. It seemed to me when I interviewed you, you gave me the impression of being fairly serious about what you were doing.) Senior year I did in some because I got to pick em. As a sophomore you had to take certain language arts and math. (In terms of what you were interested in, you did well in it.) Right. (But if you weren't interested, you didn't. That's very interesting.)

#19 On 19 you said to put down the classes? (Yeah if there was anything you look back now, for example, would you have taken anything at that time and would have to do with your present experience? Cause you weren't even thinking about a law office then, but is there anything that wasn't offered in high school that you wish had been?)

#20 (If you feel that you're mixed on a question, I'd put both sides of it. Like are you on #20?) Um. (Sure, I'd put down both. Cause a lot of us as we grow in our outlook on things, we see many sides. What do you think for example the advantage was of your high school?) Well, meeting the people I did. (But how about disadvantages?) I was kind of thinking about that. Well, I don'tthink the school taught me anything about the paper work at all. (Isn't that interesting. What kind of training would have helped you?) More business classes, business law. They had it, but I don't think, I heard you went and could get out so easy, things like that. If I had a chance to get out of a class I was going to. They wouldhave made you stay there.(See this is one of the things that's going on right now. People are saying should we really require high school students to accomplish certain things while they're in high school because sometimes they don't really understand at that point the significance of what that's going to mean to them later on.)I can still remember my Mom saying, "Some day you're going to look back and take these things more serious." I thought she was wrong at the time. (Go ahead and put both of those down cause I think that's fairly realistic.) I'm putting down what I never would have thought in high school. (I'm sure that's true.) Like the attendance rules. People in high school probably hate me.(Sometimes if we can bring things in from people just as yourself. You felt the same but you see now the kinds of things you need to think about.)

#21 (I asked you at that time what your values were. It isn't that I expect you to remember what you said at that time, but if you could think of some of the things that are important to you now, that would be pretty much what that's about.) Okay.

#22 (#22 has to do with changes in values, just the kind of thing that you said earlier about, "I would never have said this about attendanse," for example, years ago. Were there are there some things that you're conscious of things that are important to you now that you didn't think of as important to you then?) Okay.

#23 (Are you ready for #23 now?) Um hum.(What makes you do things? Is it something on the outside, is it something on the inside? Pressure, interest.)

R.C.

#23 23. (Okay. Modeling, would mean anybody who has acted as a model for you. Anybody that you have in your family or your outside experience. It might be your sister, might be an aunt or teacher or a friend or whoever, but somebody you looked up to and may have served as a model for you.) Okay.

#24 (24 was one of the single most difficult things you guys answered on the last round. And the word that seemed to make the difference that helped was, "Can you stick to something?") Okay.

T.C.
Group 2

1 (What have you been doing since high school?)

I've worked for a realtor's office, which is a job, well I didn't like it too much. It's very hectic. (What did you do for them.) I was their secretary. (Had you had secretarial training?) Well, I had it through the hospital. After I was a receptionist, I became a medical clerk. (And then after that what did you do?) I didn't work for quite a while. I was taking care of kids. Then I went to Nimes. (And Nimes is a restaurant, right?) Right. (What are the specialities there?) That they have? (In case we ever get there.) Oh. There's flaming duck which a lot of people like. Another one is like a steak au poivre, which is really nice. The flaming one too is excellent. Very good drinks. (Can we go at any time when it's not too crowded.) The best time would be Sunday night. (I'll bear that in mind.)

#2a (Have your career plans progressed as you planned?)

I have to say no right now but I'm working on it. I think this fall I'm going to go into nurse's aide. I've been talking over with my parents about it. (Now what does that involve?) Nurse's aide, well, when I was a receptionist I worked with older people. Kinda got into patient care, older people. They would appreciate it. (I'll say so. Can you be paid for that?) For nurse's aide, yes. (Is that affiliated with a hospital?) It can be with a hospital, nursing home or several different things.

#2b (What do you consider the successes of the years since high school?)

Well, one of the things is I'm out on my own. Also I took a little bit of secretarial training at Kirkland. I took office skills. (Okay, so we can add that to #1 vocational college. How long were you at Kirkland?) Well I was only there 8 weeks, an 8-week course. (Okay.)

#2c (Have there been any failures?)

No. Not really. (I know when I talked to you before you were living with a boy. I'm assuming.) No, were not living together any more. I'm still going with him, we're engaged, (but you're just not living together. Well now that's kind of interesting.) Yeah, well. He just wanted to see, our relationship has grown more since we've been apart. We're always together now, even more than when we were living together. So we enjoy things more.

#3 (You're living away from home?) Alone.

#4 (Have there been any changes in your immediate family?)

No.

#5 (If employed, what is your current income?)

I couldn't really tell you it varies. (How much would you estimate you make in a month?) Between$300-500. (Okay, you see with tips, that's the variable, isn't it?) Yeah, with tips.

#6 (In your present position do you feel..?)

I could almost say all of them.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

I don't know, I'd have to say maybe because I lived in Cedar Rapids all my life and I haven't left it or anything. It would just depend on how far it was.

#8 How has your health been?)

It's been very good, excellent.

#9 (Where do you get your news?)

I watch TV a lot. I always watch the news, I always read the newspaper, I read magazines. There's a whole stack right there. (Which ones do you have there?) Good Housekeeping and I like Redbook. Real good stories out of em.

#10 (How often do you attend movies?)

I'd have to say like monthly.I don't go too often. I just go when I want to see something I like.

#11a(What are your favorite TV shows?)

I like like "The Waltons", "Little House on the Prairie". I hate those violent things. I always like to watch those. (Any others that you like?) I like "Eight is Enough". That's a nice one too. (Is that a family show?) Yes.

#11b(How many hours per day do you watch TV?)

Some days I don't watch it at all because I'm working. Like today I've maybe watch it an hour, but that's an exception. I'm supposed to be working right now. I don't too often watch at night because Greg's usually here or we're out. I could say really 1-2 hours because I haven't been watching it too much lately.

#12 (Current interests or hobbies?)

Okay I like to read a lot. And I made this quilt and I made that one over there. (Isn't that nice!) I painted that picture. I embroider too. (Amazing. Now how did you do that?) To tell you the truth, it's paint by number. But I painted it anyway and it took a lot of time. (Beautiful.) It's an achievement to try not to smear all over the plade too. (You ought to try something freehand sometime. Have you ever though about taking a course in that area?) A long time ago when I was living with my parents, maybe three or four years ago, I used to write little stories for my sister. I used to keep a little book about things I'd do like a diary. I used to do that but I kind of fell out of it. A year ago. I like to write letters a lot. I enjoy writing very much and I did take a course at Washington where I was doing creative writing. So I have had experience in an area like that.

13 (You've already really answered that.)

#14 (You're saying that you read magazines, do you read books or remember the titles of any books from this last year?)

A lot of them are like the show Testimony of Two Men. I watched the show and read the book. (Testimony what?) It was on last fall. It had really three shows. The first one was from 7-9 and the others were after 10:30 so not very many people watched it. But I watch them all. And like I read Roots. I like romantic gothics too. Like I like Barbara Carbon books. Usually a different variety. My mom gives me some books that she reads. They usually get passed around throughout the family. My aunt and everybody likes to read.

#15 (How important would you say reading is to you? On a scale from 1-10, 10 high.)

I like reading a lot. Yeah, I'd say 10.

(Do you read when you're in trouble. We've mentioned here The Bible and a marriage manual, but it could be anything from how to fix your refrigerator or you want to be a nurse's aide any books that you could...) Yeah, I'd read those. I want to know how things are done. (Did you find that you turned to books at all when you and Greg were getting things squared away? Would it help? (No, I don't think so. Not really.

#16 (How many books do you have right here in your own home now?)

I have a shelf in there that's all the way full. But a hundred or two hundred books. (Is it in your kitchen in there?) um hum. A little level I had fixed in there. (Are they the kinds of books that you had mentioned here?) Yeah.

#17 (And when you were young did your parents read to you?)

Yeah. Yes, they did. (If you have children will you read to them?) If I have em, yes. Like when I babysit I used to read to em like that.

#18 (Looking back would you have done anything differently in high school?)

Like I was in an acting class and I would have enjoyed more if I got into it deeper. When I was in high school I was shy and quiet and everything like that. I used to not be so open as I am. I wish I would have got into that a little bit more. (Anything else?) I would have liked to have been in more, see I worked, getting into acting or after school sports. I like sports a lot too.

#19 (Are there any ways that you'd change the high school offerings?)

No really I'd say in high school they offer you pretty much. You've got a variety of choices. You choose what you want and everything like that.

#20 (Do you feel at an advantage or disadvantage because of high school?)

I feel an advantage, always an advantage.

#21 (We talked a couple of years ago when we had an interview about values. What would you say your values are now?)

Things that are important to me is like my family, and the way my life is run. I'm starting to value more, but then I value everything I own too. (Can you tell me a little more about what you mean when you say "the way my life is run".) I've had people cut me down and I value I fight for what I think is right. Like if somebody tells me what they don't like about me I try to show them why I do what I do.

#22 (Would you say that there have been changes in your values?)

Oh yes. I've changed drastically, I really have. (How would you describe that change?) Like I said before I opened up more and I voice my opinion. I 'm noticing that there's a big world outside I guess. Let them know what I think just a s much as they think of me. (That's right, but you mentioned something, You were interested in various modes of transportation. You were interestedin travel.) Oh yes, that's nice to have the time and the money. (You mentioned you'd traveled on every kind of transportation and that you and your friend were going up to Chicago. I think there were trollies up there.) We never did either, it made me so mad.

#23 (What motivates you now?)

What really makes me do things is I want to try everything. If I try everything then I'll know what it's like. If somebody asks me, like I've had people ask me, I have a girlfriend at work who's having a few problems with her boyfriend and she values her privacy and everything but she wanted to share it with me. She asked me what would I do in this situation. Not give her an answer but I would tell her the disadvantage and the advantage of what she did do. That's another thing I'm interested in too is social work. But what really keeps me going is I like to help people and with Debbie I'm glad she comes to me.(So you have an interest in people) Oh yes, very much so.

#23 (Have there been what you would call strong modeling influences in your life? A person who has been helpful to you.)

Greg used to always be helpful to me. He always used to help. He brought my shyness out, away from me. But it's not just that, he helps me in every way. I had no transportation and he gave me a car, not an expensive one but one I get around, build up my apartment, my home. (Does he work here in town?) No, he works at Amana refrigeration.(Oh fine.)And how old is he now?) He's 21. (So you guys have accomplished a good bit in a short time haven't you?) Oh yeah, we been accomplishing a lot like we got a bedroom outfit in there. It's hard work money and he just bought a 77 Monte Carlo. (Heavens) We were still living together during that time. So we've been really working hard for it.(What does he do there?) He's a fork lift operator.

#24 (Are you aware of changes in your ability to stick to things? Do you stay with things longer now?)

Oh yeah. It just like, well I'm referring to a book again, but like if I start reading a book and I get halfway through I can't put it down. Like if I start a book at 10 o'clockat night I'll stay up till 5 in the morning to get the thing done. That's how I am in books. If it's really got my attention I won't stop. Like I sat in the morning and got up and just sat down on the couch and sit there all day like if I start at 9 o'clock I'll have it finished by at least 4.(My goodness.)So I'd like to. That's the smaller ones, I'm not saying the bigger ones. (How bout in other things?) Yeah.Like my parents I didn't particularly too much care for and now I do. My appearance. (That is a big change.)My appearance.(Well, your appearance and also your relationship with your parents. I'm very conscious of the change in your appearance I'm also conscious of how much more mature you are in thinking about your parents, kind of where you fit in relation to each other.) Like last night I went to dinner there and I just said, "Hi mom, I'm here for dinner,"and I came home and I thought, "I really enjoyed tonight." I called my mom and said, "Why don't we make it every Monday night,"so now I'm going to be going over there every Monday night for dinner. (How very nice!) She was very very happy to hear that. (Great. That's a big change.)

#25 (What would you say are your goals for this next year?)

My nurse's aide. I feel sorry for people. I just can't sit there with nobody coming in and visiting them. I don't see how anybody could throw their parents in a home and then never come and visit them. It's terrible. I've worked around them so many times and they're just and even if they put up there and never come and visit there are some thatdo have no relatives at all. And when I was working at Mercy Hospital I met this Gertrude Bils Beals is what it is and she was a very sweet lady she had no relations and I see that two or three months ago that she died and I felt so sorry because my life was full then and like I went up and visited them every once in a whileand I had no time to go and see her. Terrible. (There are a lot of things like that that are going on in society. I think a lot of us need to think more deeply about what we can do.) Like my grandmother we went up and visited her every day she was in Iowa City and she had a brain tumor. So they had to operate on her. She was a very picky woman and she does get on your nerves but I sit there and I think if she didn't have us what would she be doing right now? She was so upset and everything. (These changes in appearance and those I've noticed, what have you done to accomplish that?)

Through the changes like when Greg and I separated. My mom helped me out a lot on that. And then they are going to help me through my schooling. And I can talk to my mom. She has more of an interest than earlier. It's not just me it's her too. We both worked on it and I have two younger sisters. I didn't share much with my mother on dating or anything so she was kind of hurt by that so now with my younger sisters I kind of encourage that. The youngest one, Tracy, I was talking to the other night, I said whatever you do share your life with mom and I told Kelly, but she a little, she gets more upset. If she hits you you don't hit her back, she can't take her own medicine back. But Tracy she's a real sweetie, she'll turn out to be like a sister to my mom. (Well I know that means a lot to your mom. What is your is your mom working now?) She shavedoff a few pounds cause she didn't want to stay home. My father being old fashioned thought the woman's place was

in the home. (I have a couple of brothers like that.) She went out on her own and she's going to school now. That's probably one of the things that helped. (Is she the one that's going to Kirkland?) Yeah, she's going to Kirkland right now. (I think she was the one who was saying how much it had meant to her and how much the courses had meant to her.)Well she's going there and also she works at Colonial Bakery Discount Store, and she volunteers at the hospitals. Like today and she used to work at Country Kitchen like the graveyard shifts 12-6 and she liked it. It got kind of boring but it wasn't just that she didn't like the hours that she had with the family at home but the only thing that saved her kids went to school and kids are in school now. She could lay down in the mornings, but then she couldn't do her housecleaning. (That's just great.)

M.F.
Group 4

#1 (What have you done since high school?)

College. (Let's see. Been at the University of Iowa and you have been starting to study what, M ?)

Accounting. (Do you think you'll stay in that?)

Yeah. I believe so or some kind of business.

(The money is certainly good in it and you hack accounting pretty well?) So far.

#2a (Have your career plans progressed as you planned?)

Yeah, pretty much. (I'm not sure that I remember, but it seems to be that you were thinking of going into business even when you were in high school.) I was pretty much.

#2b (Do you have any experiences that you would consider successes of the past year?)

Not major successes. (Any minors?) I seem to be able to take care of myself financially pretty well, that's about all. (Have you been working?) Yeah. (Where?) Just like well during the summer I ran errands but mostly manual labor is all. I imagine to save up money in certain things. (You work in Cedar Rapids or Iowa City?) Yeah, Cedar Rapids.

#2c (And would you say there have been any failures.)

Yeah, well, they're not real failures, but my grades are not as good as they could be. (What's your GP A in college?) 2.25 about. (What was it when you graduated from high school? About 3.4 but that was high school. (I was going to say that's entirely different.)

#3 (You're living away from home, alone, in a fraternity house. Because this information is used with alot of kids younger, would you recommend fraternity life? Would you reconsider, or how do you feel about that?) It's fine. I don't have any problem getting the studying that I need. If I want to I do it. Right now I'm in college I don't really care if I do that badly but in a year or so, I'll try to make the best of it. I can get alot of work done in the fraternity. 'Cause you don't have to live you know all the time in the house. (I know at Indiana the school is so big that it means a great deal to live in a fraternity.)

M.F.

#4 (Have there been any changes in your immediate family?)

No.

#5 (How much do you earn in a summer?)

b. ($1000 to $5000)

#6 (How do you feel in your work here at the University of Iowa? Any of these or all?)

I'm not sure what's meant by the definitions of any of them. Of that you belong, respected. I pretty much know what I'm doing. I don't know if I feel respected...by other people.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Yeah. I would.

#8 (How has your health been?)

Good, I guess. (Would you say a or b?) Well, except for a couple of colds it's been excellent I guess. Well, no it'd be good (b) because I got a bad knee. (When did that happen?) It was last year in May. No, last year in March. (Was it sports or a car or what?) No, nothing like that. It's a disease not enough blood in the bone or something like that. I couldn't move it. I couldn't bend it, straighten up my leg. (Is that something that's still with you?) I'd say 90% good. It still get sore sometimes. (Did that hold you up for a while?) Yeah, kinda, it was hard to get around in a cast.

#9 (Do you watch TV or get news from TV or radio or magazines?)

I don't pay much attention to news. I suppose watching television. Word of mouth or TV or the two.

#10 (How often do you go to movies?)

About once every two months.

#11a(Do you have any favorite TV shows?)

Yeah. 60 Minutes and Soap.

#11b(How may hours a day would you say you watch television?)

I suppose 1-2.

#12 (Do you have current interests and hobbies?)

I like to stay in shape. (How do you do that?)

I just run and work out. (Is there a workout area in the house?) Yeah, there's one across the hall that we fixed up this semester. It was a pledge project that we had to do. I'm a pledge in the house so this is the was things are had. That's what we were supposed to do. That's about it.

#13 (What are your feelings about reading now? Do you like it or dislike it?)

Yeah, I kinda like to read, if it's interesting. I'll read alot. If'it's not interesting I won't read. I'll kind wade through it. And get it done.

#14 (Have there been books or magazines that you've read in the last year?)

There's been, like novels, other than school work? (Sure.) *A Touch of Danger*, *The Fan Club* (Any others?) Magazines, sport magazines.

#15 (If you had a scale from 1-10 how important would you say reading was to you?)

7 or 8.

(Do you ever read when you're in trouble. For example, if you want to fix something do you read to find out how to fix it?)

Yeah. (A marriage manual). No nothing like that. It'd be fixing cars, car manuals. It would depend on what I want to fix.

#16 (How many books would you say you had here in your room now?)

I'd say about 35 I suppose. (Are they mostly school books?) Yeah definitely. (Would they mostly for now?) Yeah, mostly core course books, history, science,

#17 (When you were young, did your parents read to you?)

Yeah, they did. (How often?) Maybe not nightly but quite a bit. (Regularly?) Yeah.

(If you have children some day would you read to them?)

I suppose. (Do you have a girlfriend?) No.

#18 (Looking back would you have done anything differently in high school?)

Yeah. I think I would have tried a little harder, I think. Enjoyed myself better than I did. (It's always easier to think in retrospect isn't it?) Oh yeah.

#19 (Did high school include the things it should or would there be things you would change?)

It had pretty much everything I thought it should. As far as changes go I think they weren't very helpful like with myself areas like writing, certain aspects of language, communication. (You mean the courses were weak?) The teachers didn't seem to I don't know I'd ask them questions and they'd say "You're not doing that bad. Don't worry about it." Then you get to college and you have to start worrying about it and it's too late then. (Did you have any experience in high school writing term papers?)

No we never wrote any term papers. We wrote maybe a couple of reports may 2 or 3 pages long. 5 at the most. Not any really major term papers. (What kind of writing are you doing now?) It's mostly just for literature requirements. I'm taking a special writing course now. It'll help me to express myself in certain ways. I can use in all my other courses, if I have to do more term papers. Right now it's not writing courses I'm taking. It's mostly tests, directional tests. (Multiple choice?) This is my first economy course I'm taking now. I've had alot of other business courses with short essay, but the essay is so short it's like one sentence. (Just from what you've done so far in accounting, do you think it's going to be something you can handle fairly easily?) Yeah, I think so. It doesn't scare me.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

Definitely at an advantage I suppose. (So the only disadvantage would be in the area of writing?) Yeah. (What would you suggest they might do in high school to improve the writing?)I think they should put more emphasis on it, that's all, just more emphasis. If the student doesn't seem to be doing too well they should find out what he's doing wrong and do it right.

#21 (What are your values now?)

I suppose a good job. That I'm satsified with. Doesn't have to have alot of money but enough to get along with and at least get what I want. (What would that be?) Whatever I want at the time. Comfortable. A place to live not too small not too big. A nice car. That's about it.

M.F.

#22 (Have you been conscious of changes in your values?)

Yeah. (How would you describe the changes?) Oh they've gone from alot to just necessity. Things I really wanted to things I just need. (But you feel you could live satisfied needs rather than wants?) Yeah.

#23 (What would you say motivates you?)

Gee, I don't really have any motivation right now. Personal desire. I do in accounting that's about it. Other classes I don't really care that much about. (Maybe cause you know if you take accounting it will make a difference later.)

#23 (Have there been strong modeling influences people you model yourself after?)

I suppose a good friend I guess.

#24 (Are you aware of changes in your ability to persevere?)

I think I can stay with it now better than I did before.

#25 (Do you have some goals for this next year?)

#26 Do better in school. (Okay.) (Anything else?) Stay in shape. Get a job this summer. (Are you likely to do the same thing?) No, the job I had last summer wasn't much of a job. I had that cast on and I couldn't do much so it kind of blew my job abilities. I want to make up for it this year.

D.F.
Group 2

#1 (D , what have you been doing since high school?)

Nothing, just working.

(I understand that your job takes you around the state? And that it has to do with machine repair? Is that right?)

Right.

(And what's the company?)

R. J. Kool Company. It's coin-operated laundry equipment. It's mostly commercial.

(Did you get the job right after high school?)

No, I been working there about...this will be four months.

(What did you do after you graduated from high school?)

I worked with my dad, here.

(Do you happen to remember what your grade point average was?)

I think a C. I'm not sure.

#2a (And have your career plans progressed as you planned? When you graduated from high school, what did you think you were going to do?)

I really wasn't sure.

(Would you say they progressed as you would have thought?)

Yes, I would say so.

#2b (And what do you consider to be successes of yours since I saw you?)

I bought a new car. And pretty successful, you know, financially.

(Have you been able to save somemoney?)

Yes. I'm doing real good. Secure,I'd say.

#2c (That's just terrific. Have there been any what you might call failures?)

Well, I wouldn't think so.

#3 (You're living at home?)

Right.

#4 (Have there been any changes in your immediate family in the last couple of years?)

No. Sister's going to have a baby. Either the end of this month or the beginning of next month. (Is it the first baby?) Second. Well, it'll be her second. There's two nephews and one niece. (Do they live here in Cedar Rapids?) No. Pretty much all over. All over Iowa.

#5 (What is your current annual income?)

C, I'd say. $5000-$8000.

(You're doing very well.)

#6 (In your present position do you feel secure, that you belong, respected, fulfilled? All those things, you can answer one or all of them.)

I'd say secure and that I belong. Pretty much all of them, I'd say.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Maybe.

#8 (How has your health been?)

Good. Went to the dentist today and going to get my wisdom teeth pulled, but other than that I've been okay.

(I had that done all at one crack. It was kind of painful for a day but it wasn't that bad. You kind of don't chew for a day or two then you're all right. It doesn't give you any problem.)

#9 (Where do you get your news? TV, paper, magazines.)

Radio, TV, listen to stereo radio.

#10 (Do you attend movies?)

Yes.

(About how often? Weekly, monthly?)

Monthly. Depends on when my girlfriend's in town. She lives in Marion here but she's going to school in Curtisville. (That's Missouri?) Yeah, northest Missouri.

#11a (What are your favorite TV shows?)

I don't watch TV that much but, been really busy. Baretta, Starsky and Hutch, and stuff like that. Police Story, All in the Family.

#11b (Well, you've already answered this really but how many hours a day would you say you watch television?)

I believe, probably, 3-4.(3-4 hours a day?) Probably 1-2. It really depends on if I'm home or not. (What the shows are?) Right.

#12 (Do you have current interests and hobbies outside your job?)

Snow skiing, water skiing. (Great.Where do you go for the skiing?) Dubuque, Sundown. I went this last weekend. It's pretty far. It's kind of different from water skiing. (Yes, I like to snow ski but I never did water ski.)

#13 (Would you characterise yourself as liking, disliking, or feeling qualified about reading?)

I could take it or leave it. (Let's say it's qualified depending on what?)

If I'm interested. It all depends on what it's about.

(What kinds of things would interest you?)

Mechanical or cars or anything like that.

#14 (And what have you read within the last year?)

I haven't read anything. (Do you take any magazines?) We were getting Photography. I had a photography class in school and subscribed to that. (That's a magazine called Photography?) Right. And Motor Trend. I think it was Motor, Motor Age and automotive books. (Motor Age and what was the other one?) Motor. (Just Motor?) Yeah, I think so. (See I work with kids...)

#15 (On a scale from 1-10, how important would you say reading was to you?)10 high.)

I'd say 8.(I'm getting alot of 8's, and do you read when you're in trouble? Like would you read The Bible or would you read a marriage manual before you got married, for example?

Yes, I believe I would. Anything that, you know, helps out.

#16 (How many books would you say you had at home?)

Like what kind of book? (It could be paperback or any of the manuals that you might have.)

Probably 50. (Would they be your own books or your family's books?) Combined. (What would be the mechanical kinds of books and what other kinds of books would you say you have?) Magazines. Does that include magazines? (Sure.) We usually get them through the mail because of the automotive book club.

#17 (Did your parents read to you when you were little?)

Yes.

(Would you say that they read to you regularly?)

Yes.

(If you have children do you plan to read to them?)

Yes.

#18 (Would you have done anything differently in high school? Looking back on it now.)

I might do it again. (Would you?) Yeah. (Would you do anything different from the way you did it?)

Maybe looked over my classes a little better, take more interest in them. Might have helped me, you know. (Where did you meet your girlfriend?) Here. (And she's gone down to school?) Yeah. She started two weeks after I met her. (That's no good, is it?) She's been back about every other week, though.

#19 (Would you change the high school offerings, that is, think the high school ought to offer different courses than it did offer? Did you feel fairly satisfied?)

Yeah. I was pretty satisfied. Well, I don't well I looked at it like I was interested more in indoor sports and like that than classes, but I know you got to have all the language arts and everything else. There's alot of people that can't read and write.

#20 (Do you feel at an advantage or at a disadvantage because of your high school experience?)

Probably advantage. What I did take helped me out in the long run.

#21 (What would you say your values are now? What's important to you?)

Be financially secure and good job, be happy. That's about all I can say.

#22 (Have you sensed a change in your values in the last couple of years?)

No, not really. I just tried to work at what I want.

#23 (What would you say motivates you now?)

Desire and I like to spend money for something I want and pay for it, like my car. (What kind of a car do you have?) A 77 Monte Carlo. It's put away right now. I have a 67 Chevy that I drive in the winter time.

#23 (Have there been strong models in your life like a friend, or a teacher, a minister, employer, father, mother?)

It's more like competition with friends. It's not that were out of school and stuff and have nice things and stuff have money and be happy and stuff like that. (Rather than any one person that you look to as a model?) Yes.

#24 (Are you aware of changes in your ability to persevere? Stay with things.)

Change? (Do you find it easier to stay with things, for example, for now than in your senior year of high school.)

Yes, it's a lot easier but if there's, I'd like to advanse too. (Now, why would you say you're finding it easier to stay with things than for example when you're in high school?)

Well, I still don't know what I want to do, but then I really didn't know. And now I'm working and I like my job. I'm satisfied. (That's wonderful.)

#25 (What would you say some of your goals are for next year?)

I'd like to buy a house rather than move out. (One boy over here had bought a little house right across from where his parents live. He's got his car all paid for. He went down to the bank and they worked out a contract. It's just fine. He's very happy. He's developing a nice sense of independence. I'm very pleased with what's happened to him.)

D.F.

#26 (Anything else that's going on that's of interest or that you think's significant?)

Not really. Just that from a year ago I've advanced and I think I'm doing pretty good. (I'd say that you are.) And I'm happy.

D.G.
Group 3

#1 (What have you been doing since high school?)

Going to college, and working during the summer. (And what have you done during the summer? What kinds of jobs?) I've been working at a department store. (In Cedar Rapids?) Yeah. (Which?) Giant's.

#2a (Have your career plans progressed as you planned?)

Y_es and no. I'm starting to hesitate. I've learned so much about myself within the first year of college. I'm starting to wonder if it's really what I want. I think it is but I'm learning so much about myself it's kind of blowing my mind. (Can you explain what you mean by that?) I've been faced with a lot more things being away from home . . . puts you right on the spot. I've been faced with situations that I have to decide for myself and suffer the consequences.My own decisions and I met a lot of people and it makes me wonder about myself. Who I am and where am I going? (College is of course one of the almost fail-safe situations in life in which you can learn many things that doesn't really jeopardize your chance for progress. You can make mistakes in college and it doesn't say that's going to be the way it is forever.)

#2b (What would you consider to be the successes of your years since high school?)

I think the biggest one is finding out who I am. I don't think anybody starts growing up till after high school. I really think a lot of kids make mistakes when they go off and get married right after high school. They don't know themselves at all. I'm still learning. I still don't know who I am exactly but I'm a lot more comfortable about myself than when I was in high school. (That' s great. You look good.) I've got taco sauce on my face. We had tacos for dinner.

#2c (Is there anything that you would consider a failure?)

My ideas about friendships. I used to think everybody was my friend and it's not true. You don't have friends until you really need em and they're there. They're the ones to depend on. The ones that are there. They're your friends. (Now that's kind of interesting. Does this mean that you've had some emotional ups and downs as far as close friendships?) Oh yeah. (With boyfriends, girlfriends?) Both. (Do you get along with your roommate pretty well?)

Oh yeah. SeeI had a different roommate the beginning of the year and we just couldn't see eye-to-eye on the room situation. She was brought up whereshe never had to do any housework. She did as little as possible. I'd been taught to clean up after myself and I'd come back to the room times when she had glasses full of mixed punch juice and things like that. They'd be sitting there two or three days at a time and it's really bad. I just couldn't handle it. (How about your roommate now?) She's pretty good. I have to get behind her once in a while about things that bother me.

#3 (You're living away from home and you're living with someone, a roommate.)

#4 (Have there been any changes in your immediate family?)

No.

#5 (How much have you earned in a summer?)

I'd say, it's kind of hard. I'd say between $1000-5000.

#6 (Here at Iowa Wesleyan, do you feel that you are secure?)

Oh yeah a lot more than last year. A lot more. (Do you feel you belong?) Most of the time. Today I was starting to question myself. (Do you feel respected?) Yeah. (Do you feel fulfilled?) Most of the times.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Oh since I'm in school it'd have to be educational opportunities. Wesleyan has a pretty good nursing program. So I'm kind of happy where I'm at. (Okay that's what you're in right?) Yeah. (Do you want to say maybe or no?) No.

#8 (How has your health been?)

Excellent I'd say.

#9 (Where do you get your news, TV paper magazines?)

TV mostly. (Do you read magazines?) Not recently. Once in a while I'll pick up a Time magazine.

#10 (How often do you attend movies?)

Since school I think I've been to about 2. During the summer I think I go at least once every other week.

#11a (Do you have any favorite TV shows?)

When I do watch and I don't watch TV too much when I'm in school I get into science fiction "Star Trek" "My Favorite Martian" fascinates me. I like alot of "Wild Kingdom" and animal type shows. I like to watch all the old Elvis Presley movies too.

#11b (How many hours a day do you watch?)

I'd say 1-2, at the most.

#12 (What are your current interests and hobbies?)

Right now we're in the middle of Interim like we only have one class a day for a month that's what it is. I've picked up working on latch hook rugs and sewing. I've been with that a little bit. (What's latch hook?) You take short pieces of yarn and you take a certain kind of yarn and piece of net kind of material. It's got big holes in it.And you tie knots in it like a shag. It's kind of like a shag rug picture on it. It's neat. (Do you make your own clothes ever?) Yeah. I used to in junior high but I haven't really attempted it lately I've been working on a hanger for my closet for my shoes because my shoes are always strung all over the room.

#13 (How about your feelings about reading?)

I like it.

#14 (What have you read within the last year?)

Psychology. I like to get into psychology and I read a little bit of astrology. As far as classes go, chemistry and zoo; but I took psychology last term and I really enjoyed it. (Maybe that's something you could take more of as you go along.) I was thinking about it and then I took my final and it blew my grade. I was getting a B in there. I was so mad. (How is your grade point average now?) 2.0. Cause of my oh that psychology class I couldn't believe that. (What was your grade point average when you graduated from high school?) 2.6 I think. Not sure.

#15 (How important is reading to you?)

Between 7-8.

(Would you read when you're in trouble? Nowyou told me you enjoyed psychology, would you tell me yes on other things. Would you read The Bible, marriage manual for example, manuals for learning to do things?) Usually when I'm in trouble I go to a friend. I'd probably read my psychology book if anything. (That's kind of a qualified yes.)

#16 (How many books would you say you have here now?)

Oh boy. Let me think. I'd say in here right now I have about 12. (Okay. What kinds of books are they?) School books mostly. (Do you get most of your books from the library? Do you buy them each semester and sell them back?) We can but like for term papers we go to the library.

#17 (When you were young did your parents read to you?)

Once in a while. (If you have a f-mily are you likely to read to your children?) Yeah.

#18 (Would you have done anything differently in high school?)

Worked harder on my grades. Did a lot more homework probably. And try so much harder to get along with my dad I would have tried I think. (That's interesting. What seemed to be the problem?) My dad absolutely refused to let me have any kind of social life. I wasn't allowed to go on dates till after I finished high school. I wasn't allowed to go out for sports and I wanted to go out for track so bad I just about died. They asked me to go out and I said I couldn't my dad wouldn't let me. (Why did he feel that way?) To this day I don't know why he's so dead against sports. He just doesn't see any reason behind it whatsoever. (What does he do, D ?) My dad is a construction worker. That's always been the biggest problem with my home when I was in high school. My social life. The biggest problem why I went away to college. The family grew closer together, with me leaving. To this day if a guy calls for me at home Dad will tell him I'm not there if I'm sitting in the living room. It happened. (Do you date down here?) If I get asked. (He doesn't care if you date down here?) I don't know if I'd want to tell him. I haven't mentioned it. He's got to have some idea but I don't bring the issue up at all. (Do you have other brothers and sisters at home?) Two younger brothers. (Are they able to date?) As long as they don't bring their date home. (How about your Mom, does she feel that way?) She's kind of stuck in the middle. My mom sees no problems with me going out but I don't think my dad wants to accept me growing up. (You are.) Oh yeah. I have to admit I've changed quite a bit. (Where did you go for your first year of college?) I went to Clark, in Dubuque. (Is that denominational school?) It's Roman Catholic. (But this is?) Methodist. (Are you either one or the other or both?) No. I'm supposed to be Baptist I think. (Why did you go to Clark?) It was mostly by my dad's decision. Their nursing program isn't as good as it is here. I think I learned more about myself my first year of college than I did as far as schooling goes I don't know. It's kind of hard to say.

(But somebody had to make the decision for you to go over there.) It was mostly my dad. My dad has been so protective over me a lot of people have said he's lucky I turned out the way I did. He's lucky I didn't go out and get pregnant or something. I figure I do have a good enough head on my shoulders to know better. (That you're the one) I'm the one that's making my own decisions. My dad doesn't have to live my life for me. And that's the biggest problem right now is trying to tell me where to go. Sometimes I think it's in the wrong direction for me. I still haven't drilled into his head that I can take of myself. I've seen too many of my high school friends make big mistakes and I just can't see myself being in some of their situations. I had a girlfriend that was a best friend then when I was in high school that got pregnant her senior year and to this day I don't know if she was doing it to spite her mother to get out of the house. I thought it was the dumbest reason in the world to get away. I just can't see it.

#19 (Would you change the high school offerings?)

I think they should have more college-directed courses. (What kinds of things?) Iwasunprepared for college at all. My biggest disadvantage. (What would have prepared you better?) They had a college prep course in rhetoric, that one I took. I got a C in it, which I think helped me out as far as my English goes but we didn't have any college prep courses for chemistry or any kind of a science courses which you have to have a lot of for nursing. They really, I don't think the teachers talked enough about college. They were always saying when you go out and get a job; there wasn't enough talk about college. If teachers talked more about college and backed it up more there'd be a lot more kids going. I talked to one of my high school teachers and he said that out of my class only about 5% of my graduating class went to college. And I think that's bad. At least one year of college is going to do everybody some good. (What do you base that 5% on?) I talked to Mr. Burgscheek the T & I instructor at Jefferson. I think he was the only teacher I had that I could go and talk to, as far as further schooling was concerned. I asked him how many kids went and he said only about 5%. It was really small. (The reason I've asked because of the group I'm interviewing and I'm interviewing only 20, but of that group probably 50% have gone to college.) Are they still in school?) (No, a lot of them have been going to Kirkland. One boy's at the U. of Chicago, one's at Northwestern, one's at Clark, one's at Ames, one is at Iowa City and you're here. Now thats 6 Or 7 that I can name out of that group of 20. If that figure is correct then I better go back to Cedar Rapids and verify the difference. I'm glad you mentioned that.) It really shocked me when I asked him.

B,G.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

I'm at a disadvantage because they don't have enough college prep courses.

#21 (What would you say you're values are now? What's important to you?)

I still have a goal of being a nurse. I still value my friendships, with close friends. I guess you could say I value myself too.I kind of thought about myself a little more, instead of putting myself last in line as far as what I want to do for myself. (Have you worked in hospitals as a nurse's aide?) Um hum. Yeah. In high school through the T & I program at Jefferson. That was a benefit. I really liked that program.

#22 (Would you say that there are changes in your values?)

Yeah, as far as I'm concerned. In me. The changes have been in me myself. (Can you talk a little bit about that?) I feel that what I do for myself makes me comfortable and as long as nobody else hasslesme about it it's great. I don't try to push my values on somebody else. I figure whatever flips their trigger,okay. As long as it doesn't interfere with my values.

#23 (What motivates you now?)

Still my friends. (Anything else that makes you do things?) I think about the future and what I'll do. I stop and think, what would happen if I did this? What's that going to look like ten years from now?(Good thinking in there.)

#23 (Have there been strong modeling influences in your life?)

I have one girl down the hall that's a pretty good model I think. Angela Jordan. The strongest one would be my best friend at home. She's been behind me for a long time. Since kindergarten. Since way back when. (Now who's that?) Vicki McFeeney. (I don't know her.) We went through grade school together.

#24 (Are you aware of changes in your ability to persevere?)

Yeah, some good some bad. (In what way?) If I put myself in a situation thatis uncomfortable I'll try to get through it. I won't just drop it right there and say forget it. If it's material things sometimes I'll put it aside and forget it. But as far as everything else I'll try to see it through. And then I'll sit back and think what did I learn about myself in that situation? (You're doing a lot of good thinking about these things.)

D.G.

#25 (Do you have any goals for yourself in the next year?)

I want to come back to school. It depends on how my home life goes and how I get along with my dad. I have to work real hard to settle it. (Now you said home life in the sense that your family would pay?) How I get along with my dad. (If you didn't get along with him, what would you do?) I'd probably move out and when I do that I'll have to put school off for a while and I really hate to think about doing that. The sooner I get it done the better off I'll be. (Bite your tongue. Cause coming back to school is your #1 goal and it'll make a huge difference in your life.) Yeah it will.

#26 (Do you have any other goals for this next year?)

I'm starting to get starry-eyed over one certain person. Wait on that one for a while. (Should I put that down as a developing friendship?) Yeah. I guess you could put it that way. (Is there anything else going on that I ought to know about?) Wesleyan is a good school but as far as Mt. Pleasant there's nothing to do around here. Skeeping. Putting on the pounds. (Is there a sports program around here?) Yeah, Wesleyan is one of the few colleges that has PE. (Are you in sports?)Not right now. I'm too worried about my classes and stuff. I wanted to go out for swimming but I hesitated cause I wanted to see how my classes go and if they go okay then I have to pull a 3 point this next term in order to stay in the nursing program. If I can pull a 3 point I'll give myself a treat and join the swimming team.

Ph.H
Group 6

#1 (OK, now P   , what have you been doing since high school? Now I know you are at Northwestern now, and your major is international economics. Your Mom mentioned that. Are there any other kinds of things you have done since high school?)

Well, not really. I've, since I've been here I've studied a lot. I played IM sports - football, basketball and baseball, and I've worked during the summer at Iowa Electric/Gas Company, but other than that it's been all school work.

#2a (And would you say that your career plans have progressed as you planned?)

Definitely, um, I want to go to law school and it's every year, or every quarter, it seems like I'm getting closer to that goal.

#2b (Oh, that's wonderful. What would you consider the successes of the years since high school?)

I'd say the biggest success has been my grades here, which I hope is the result of hard work, um. That's my main success, I think.

(What would you say your grade [illegible]int average is, then?)

I hope, it's 3.6 right now.

(You'll know after this week.)

Yeah. Hopefully it will be better than that.

#2c (Oh, that's marvellous. How about failures. Has there been anything that you'd call a failure?)

Um, no major failures, but some minor ones. Had some problems with some girls, the last couple of years, but, other than that, in terms of the important things, I haven't had any trouble.

#3 (Great. Well, that usually shakes down as you go along anyway. Now, #3, your family situation. You're living away from home, and you're in a dormatory, and you have singles. Are all of the rooms here singles?)

No, there are about 5 or 6 doubles.

(But in this particular dorm...)

The large majority are singles.

#4 (And #4, this question: Have there been any changes in your immediate family, refers to your family at home, so have there been any divorces, or deaths, or brothers and sisters moving away, or births?)

Ph.H

I've had 3 brother and 1 sister who have now moved away from home, but that's the only change.

#5 (OK, and #5. Have you had a job while you have been here?)

No. Just during the summer.

(OK, and for your summer work, would your income be $1000 or below, $1000 to $5000, ...)

$1000 to $5000.

(OK, and that is summers only, right?)

Right.

#6 (#6, in your present position, now, you can say you feel any one of these or you feel all of them. Do you feel secure?)

Yes.

(That you belong?)

Yes.

(That you're respected?)

Yeah.

(And that you're fulfilled?)

Yeah.

(I can see it on your face.)

I would say D the most.

#7 (That's great. #7. Would you be willing to move if it meant a better job or educational opportunity?)

The only thing that would make me move right now is if I thought I could no longer afford this school. But that would be the only thing, so that

(Maybe then, financial. Now, are you getting financial aid now?)

No. We probably could but my father doesn't want to apply for some reason.

(Uh, is your hope that you would go on to law school here?)

Not necessarily, if, you know, the best school I'd get accepted at.

(Do you have some ideas of what that might be?)

University of Chicago, Northwestern, Michigan maybe. University of Iowa. I'll apply there. Maybe and Ivy League school.

#8 (How about health? Would you say it's been excellent, good, fair or poor?)

Oh, I'll say good.

(Had any problems?)

I have a heart murmur, so supposedly, I'm not supposed to run too much.

(I see. Doesn't seem to be stopping you...)

It doesn't.

#9 (There at the sports department. How about #9: where do you get your news? TV?)

Radio.

(paper? radio?)

Almost totally from the radio.

(OK. How about magazines? Do you have any magazines coming in or newspapers?)

Sports Illustrated and Newsweek, so I guess I should say magazines too, for that.

(OK)

Although, I haven't had time to read it for the last 3 weeks.

#10 (Well, you don't when you're in school most of the time. How about movies. Do you attend movies?)

Very rarely. I'd say less than 3 a year.

#11 (OK. Do you have any favorite TV shows when you're home, because I know you probably don't watch much here.)

Um, sporting events, um, that's about it.

(Do you watch, like "Wide World of Sports"?)

No, just... no.

(If it's a major event of some kind?)

Yeah, but there are some other shows I watch, I can't think of the names. "Barney Miller," put down "Barney Miller".

(Barney Miller.)

That's my favorite show.

(Mine, too.)

The best, it's the best show that's ever been on television, I think.

#11b (How about #11. It asks how many hours a day you watch television.)

Less than one.

#12 (OK, and #12. Current interests and hobbies. Now, I would certainly put down sports for that.)

Sports.

(And you indicated that you were, you told me the ones but I didn't get them down then. Do you want to tell me again?)

Um, basketball, baseball, mainly. I said football, too, but mainly just the first two.

(What was the last?)

Um, football, basketball and baseball.

(Football, some on the football)

Yeah.

#13 (And #13. What are your feelings about reading now?)

I probably don't enjoy reading as much now as I used to, because, simply because most of the reading I do now is studying.

(Um hum)

But in my free time, I don't have any free time to read here, but at home, like during the summer, I still like to read.

#14 (Well, I'm pretty much in the same boat. What have you read within the last year? Now I know you've done a lot of textbook reading. Have you read anything...)

Outside of textbooks? Oh, I've read some science fiction books, and um, uh, what else have I read? I've read some sports books. That's about it.

#15 (OK. And, on a scale from one to ten, how important is reading to you now?)

Probably ten.

(OK. Would you read when you're in trouble, for example, the Bible or a marriage manual, or....)

Yes, I would read a Bible.

#16 (OK and I remember that at home, that the way that both you and your mom had described it, you've got a lot of books at home.)

Yeah.

(Would you have any notion of the count?)

Oh, uh, (laughs) uh, good couple hundred, I, at, you know, it...

(I'll bet you have more than that.)

Well, it's hard for me to even estimate, I mean, I have...

(Yeah, because, you see, you've got a good collection of paperbacks there on 3 shelves.)

And there's another whole shelf down, I can't even...

(Yeah)

put a number on it.

(Well, how many rooms do you have in your house?)

Oh, about 14 I think.

(All right, now, you, I would judge, probably have, wouldn't you think, about that many books in almost every room in .your house?)

I would say we had more that this many books in every room.

(That's my hunch too, and you, I would think, have probably about 50 books there.)

OK, so I would say, um, 700 books.

(Five, yeah, I think it would be closer probably to just...)

Probably to a thousand than 700

(Just from the way you, I'll say 700 to a thousand. And again, the kind of books, now, from the kind of interests you have in your family, it's going to be...)

There's a wide variety.

(a wide variety)

But, I'll say we have a very good collection of books from, um, like during the civil rights movement by Malcolm X and , well, John F. Kennedy, and those are the ones that I've probably been most interested in.

(Do you have any theory about Kennedy's assassination? That's not one of the questions on the list, but... if you have done reading in that area...)

I don't, I don't think, I don't think there's anything to it. I mean, it's hard to say. I don't think he was, there was any big, major plot involved, although I know that J. Edgar Hoover was after Kennedy, just like he was after Martin Luther King.

#17 (All the stuff coming out on Hoover's incredible, isn't it? Well, let's see, #17. When you were young, did your parents read to you?)

My Mom read to me a lot. I think my brothers and sisters did too.

(And would you say on a daily basis probably?)

Yeah, well, that was before I got into school.

(Um hum, and then, if you have children, will you read to them?)

Yeah, occasionally.

#18 (There's a telling question, at this point. And looking back, would you have done anything differently in high school?)

Um.

(You were at Washington, is that right?)

Yeah. I don't think so, um, no, I'll say no. The reason I hesitated was because I was thinking about, in terms of sports, if I should have been, should have participated in both basketball and baseball, rather than just basketball, but other than that, no.

(Um hum. Does Northwestern have a fairly decent basketball team?)

No.

(Because Indiana's usually...)

Indiana's good. We've always, we finished in last place.this year.

(usually beating Northwestern, as I recall, and I ...)

We're not, we're not good in any sports.

#19 (A school like this is good in so many things that, that doesn't have to be an area that it does a whole lot with. Would you change the high school offerings that you had in Cedar Rapids? Were there any courses you would have liked to have taken that you didn't?)

I should have probably taken some chemistry. I dodn't take any chemistry. I wish I would have taken some, um, physics and I, and accounting, other than that....

(Now, of course, these courses were offered,there.)'

Those courses were offered, right.

(So you were not actually changing them, but you were saying you would have added, so I'm going to put that under #18, you would have done differently in high school. Well, you might have taken some more chemistry, physics and accounting. But as far as what the school offered,...)

The school offered a lot.

(That worked OK)

Yeah.

#20 (How about #20. Do you feel an advantage or disadvantage because of your high school experience? Have you looked back here at Northwestern and said, "Gee whiz, if they'd only done....?")

No, I l-, I think that my high school was an advantage. In fact, I've written a pro-, uh, one of my teachers in high school to thank him, um for helping me to write. I think my writing ability's helped me a lot here.

(Gee, that's wonderful.)

So, I think it's been a big advantage.

(What did they do with you in high school in writing that you felt was good?)

Well, I had an advanced standing program course in English, and the main purpose of the course was writing papers and we read Shakespeare and we read um, oh, you know, classics and he worked with us. He talked to us about our papers and I had another, too, my sophmore year, that was on the same level where it was a writing lab where we were getting personal instruction from a professor.

(Uh hum. Because one fellow that I talked to said that he felt at quite a disadvantage. He was now at Luther College in northern Iowa, and he said that he had not had as much writing as he would have liked to have had, but, you see, apparently the option was there. You could do it if you wanted it.)

Yeah. Well, this program was, didn't have very many people in it, but you could, you could have had a good writing course at my high school if you wanted to.

#21 (Well, now, here is one that had been tough at least for some of the respondents. What are your values now? What's important to you?)

My main value is achieving my goal, is that what you mean?

(Umhum)

Um, oh, my values definitely haven't changed any since high school. Um, not in terms of drinking, in terms of sex, in terms of smoking, taking drugs, I, my values haven't changed. Still respect my parents as much, probably more now than I did in high school. I'm still as close to my family now as I was in high school., probably closer because, you know, you appreciate things like that more when you .....

(Umhum. So it would seem to me that all of these would come under the heading of moral values...)

Right.

(I would certainly...)

The other would be my own goal.

(strong and achieving your school goal.)

which is my # 1 value.

#23 (and your value, your morals.... What would you say motivates you now?)

Uh, tuition. (Laugh) My father, my mother, and I, don't mean, I mean in the sense that they almost pressure me to do well, I would say.

(Umhum)

Are they going to hear this?

(Hunh uh)

OK.

(They'll never hear this)

Um.

(In fact, this will never be heard in any way identified with you. All of these things go on at once. You'll be identified as a separate person, but it will never come out as...)

I'd have to say I motivate myself too, if that makes any sense.

(Oh, yeah, I'll say it does. Internal motivation. So some pressure from your mom and dad. Now, how do they do that? Does that come in the way of conversations, or..?)

It's really discrete, but in terms of, um, grades.

(Uuhum)

Um, they just expect me to do well, let me put is that way.

(and let you know if you don't)

I mean, yeah, they wouldn't say anything, but just the look in their eye, and the way they sound over the telephone, would let my know that.

#23 (Would you say that there have been strong people, strong modeling influences in your experience?)

My family.

(Well, it could be your family)

Um.

(Or it could be friends)

There have

(relations)

outside of my family, I would say no, but inside of my family, yes. Again, I'd say both my parents and my older brothers who have gone through college, especially my oldest brother.

#24 (And #24, are you aware of changes in your ability to persevere? Now, some of you guys didn't even know what that word meant when I talked to you in high school, so...)

Yes, I think, I know for a fact that I work a lot harder now that I ever have in my life, because, you know, you're on your own now. You have to be, you, you don't have your parents to help you any more really, when it comes down to basics....

(And here you are in this room all alone...)

Right.

#25 (And if you aren't telling yourself to do it. How about goals for next year? What do you hope to achieve next year? You're a sophomore now, finishing your...)

I hope that next year's going to be a very important year, because other than doing well gradewise, it's going to really, I'm going to really have to commit myself to getting ready to take the LSAT's, which I'm not too excited about right now, and, um...

(and that means law, law SAT's?)

Right.

(so there are separate SAT's for law, I didn't realize that.)

That's, you have to take that to get into law school.

(How do you prepare yourself for that?)

It's mostly mental preparation, but, um, I think, that by taking the type of courses where you're forced to think, and, and use logic, which is important for the test, I'm, I'm certain that you can, you prepare yourself in that way for those tests. If you can't, other than a maturing facetr, I think, going to college would be worthless.

(Uuhum)

I mean, if you just go to college 4 years and spend $30,000 like that...

(That's right)

And, and it, if that doesn't help you on the LSAT's, ther's something wrong, so I...

(And your hope, then, is that you'd complete 4 years here?)

Right.

(and then)

get accepted

(What, 2 years for law school?)

Three years.

(3 years for law school)

for law school.

(Well, I hope that I will get to see you, let's see, when will that be then? I'm going to try, I don't know that I'm going to be able to manage this, but I would like to see you all again in 2 years.)

In 2 years?

(Uuhum, in 1980.)

Well, that, I'd probably be a senior.

(That would be....)

It seems like a long ways away.

(would have gotten you all the way through school)

T.N.
Group 3

#1 (What have you been doing since high school?)

Job, that's what I've been doing. Working over here in a place called "Grabag". (And what's the Grabag?)Cryovac. (What's the name of it?) Cm-o-bag. (And Oriobag makes what?) Bags, turkey bags. (And what do you do?) Right now I'm what they call a GMS, General Maintenance Super, I don't know, just an odd name job, clean machines, floors, stuff like that. Like they put these bags in boxes and I go and get the cartons. All the others they're all laid out. I've been an operator. That's too boring.Stick to a type of machine. (I did that once on a drill press.) It's too monotonous.

#2a (Have your career plans progressed as you planned?)

I thought I was going to go into service but I decided not to. (Was your dad in the service?) Yeah. (That's what I thought I remembered.) He was in the Navy. Yeah, I had a brother too another brother younger than he is and he's going into the Navy the end of the year. (What made you decide not to go Navy?) If I were in the service it would have been Air Force rather than Navy. I talked to guys that got out of the service. They didn't speak too highly of the services, and what they can do for you. I wanted to work on jet engines and stuff. All I'd get is a certificate I know a guy he can't do it out here. You have to go to school again for this. Another guy was a shopkeeper, did accounts and stuff like that. Same deal. He got a certificate from the Navy but he had to go to Kirkwood and do it all over again.(How's that because they don't have a competency test here?) I don't know. (You couldn't do those operations?) He can do them, but they wouldn't accept the credentials from the Navy but he had to go to a school like Kirkwood or U. of Iowa to get a certificate accepted. (I'll be darned.)

#2b (What do you consider the successes of the years since high school? You bought your house, you bought your car, you bought your furniture.)

What I'm trying to get into is being a highway patrolman. I checkedinto that towards the end of my senior year but you got to be 21. (What doyou do in it? Do you thinkyou might still check into it?) Yeah, I am.I got to study another year. (By that time you'll have your furniture paid for and your house paid for.)

#2c (Have there been any failures since high school?)

Not really.

T.N.

#3 (Are you living, away from home b, with someone 3, that's your brothen) Yep. (How old are you?) 18 be 18 in about 8 days or so.(Tom,are you still in school?) No, I graduated this last year. (That's neat. Are you working?) I'm working at a pharmaceutical company, McKesson-Robbins. (Great.)

#4 (Any changes in your immediate family?)

No.

#5 (And what is your current income?)

d; $8-12000

#6 (In your present position at Cryovac, do you feel secure ...?)

I don't know. Not right now because there's contract coming up. May be a strike. (Do you feel you belong there?) Not really. It's all right for a job. I don't seehow those guys can do it for 20 years. (Do you feel respected?) Yes. (How bout fulfilled?) Not really.Factory work it's something else. Couple of years of it, I suppose it's all right. (I know it.)

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

I don't know. Now that I've got this house, kind of stuck right there.

#8 (How's your health been?)

All right; pretty good. (Good or excellent?) Excellent, I suppose. (Were you ever sick?) A little while ago I had a piece of my Mom's - and I was sick. That's about it.

#9 (How about news. You obviously get it from TV because you have a TV here. What about paper, magazines?)

We get magazines. (Do you subscribe to magazines?) Hot Rod, Motor Trend. (Any others?)

#10 (How about movies? Do you ever go?)

Yeah. (How often?) Once every two weeks or so.

#11a(What TV do you watch? What are your favorite shows?)

Chips, you ever heard of that? (No.) It's highway patrol. They're on motorcycles, Los Angeles. Logan's Run, I don't know if they cancelled that or not? It was on and they took it off again. (Ed was mentioning that; he said it was good.) There's another one, The Black Sheep Squadron, was called Ba Ba Black Sheep. They took it off and put it back on with different name.

#11b (About how many hours a day would you say you watch TV?)

3-4 hours.

#12 (What are your current interests and hobbies? Your car?)

I suppose; the house. (Have you done stuff on the house yourself?) I just got it in July. It was after July so I didn't really have time. I was going to paint the trim but never got around to it. Me and my Dad going to go on a ladder one of those long ones, up to the peak, but we never got around to that. (Any other kinds of things that you'd call hobbies?) No.

motorcycles, car

#13 (What are your feelings about reading now?)

#14 I like it when I want to read. (Now you read magazines.) Yeah. (Do you read anything else?) Not really. We go across the street and read the paper. Why should we subscribe? (Which house? Handy.)

#15 (Do you ever read when you're in trouble?)

I'm never in trouble. (That's wonderful.) He's more in trouble than I am.

#16 (How many books do you have at home? Now I'm going to call this home? Can I count those over there?)

Oh no!They're magazines, Tom. (Why don't we say 15 magazines, how's that?)There's some books up there too. I just collect them because of the date.(What kind of books are those? There are 9 books on that shelf.) Virginia, The Chastity of Gloria Voight(Because they're old?) That's right, because of the date. (Now you collect old books?) When we had that fire over there and people gave us books old books I went through and picked out the ones with old dates. (Now is this a fire you had at home?) Not here over on 11th street. We used to live by Harrison. (Right I forgot. I've got kids all over town.)

#17 (When you were young, did your parents read to you?)

I don't think so. (If you have children, will you read to them?)When they're little.

#18 (Would you have done anything differently in high school?)

I think I would have took more electronic classes. I really didn't get into that until my last senior year and it was too late. (Were you in that Trade & Industry?) No. (Are you thinking of going on in electronics?) I really don't know that much about it. See I didn't get into it until my senior year.You gotta start at the bottom of a long ladder and by that time you're only up a little ways. Gotta see where you're heading.

#19 (Would you change the high school offerings?)

They ought to have a class in survival after you get out. Stuff like I still don't know about like homestead on your house. When you buy one how much to pay for one. What to look for. Usually your folks help you out but if you're unlucky enough not to have any folks you're up the creek. (How about income tax?)Yeah. I never had any of that. (Investments? At the rate you're going you will have investments.) The only reason I bought this house was that I had a good deal. See I've lived in this neighbchood a long time. The people that owned this house owned the house next door. He worked at Pentacot Ford. I don't know if you heard about Pentacot Ford but they had a big layoff you know. I don't know how many people they cut back, maybe 600. He had 16 years.He was here for quite a while looking for a job and finally they found a Donutland franchise out in Wisconsin. His daughter was living here at the time. See they were using this as a rental house.They used to live here a long time ago and then they moved next door. They moved up there and they kept this house and she's living there and they sold it to me. (Fantastic. What did you have to pay as a downpayment?) $2500. Had to get a loan from the bank for that. (That's not bad. Are you paying back on that plus the payments on the) He's on contract too. You don't find very many people at work that go on contract. (What's that mean?) You're paying the people, see you're paying a percent too.If you go to a bank it's a lot higher.I wasn't going to go on what they call contract. See you don't even know what that means. I think I know what it means. See I wanted to go to Savings and Loan and my mom and the people next door we were buying the house from add up the price so that I knew what it cost before I even went through with it. $50 for a credit check and all add up it was about $200 before you even get started. (That's right.) This was all you do is go to a lawyer and draw up a contract. How much you are to pay and when and what it is the house on what block and everything, fill it out and go from there. (It sounds as though that's not going through the bank then, which is a good deal really.) It is going through a bank, it's going through United Appeal;they have this franchise deal on this house and that house. I don't know what the deal was. (Whenever you can connect two people and not go heavily through a third party like a bank.) Especially something like Savings and Loan; they make a lot of money. (I'm sure that's true. Anything else in terms of high school offerings? Other kinds of things you wish you had now that you didn't get.) Not really. More cooking chasses I suppose. (Do you have a cookbook?) That's one thing we don't have. (We have a little $1.95 Fanny Farmer paperback we invested in years ago.You might want to invest in one like that to experiment with and have some fun.)

#20 (Do you feel at an advantage or disadvantage because of your high school?)

Neither really. (Would you have done anything differently? Would you suggest that the school have done anything differently?) I don't think we have enough discipline up there now. (How w ould you change it?) The way it is now it sounds like the teachers can't get strict enough. They can't really lay down the law. They're afraid of a law suit. That's the way it is today. (Did somebody not lay down the line for you when you were in high school?) Not really. I think it was the other kids. That they should lay down the line. They screw around too much. They ruin the whole works. (I've had a few of those. You don't get many in college.) I suppose because it costs and the screwballs are all gone. (By the time the kids I work with are there they're not kids they're teachers because I'm teaching graduate students. These are folks that have been out. They've been teaching and now they're back.)

#21 (What would you say are your values now? You may or may not remember that I asked you this kind of a question a couple of years ago. What's important to you now?)

The job, paying off the house, I suppose. Getting a new car. Marrying some day I suppose.I talk to guys at school I mean at work. They're younger kids just graduated from high school, not really greasers, really kind of not really dumb but they never worked that hard in school, pohead and drink a lot and all like that. They talk that they aren't getting married until they're older not like some of these other ones that get married when they're real young. (What happens when you marry young is that your values change. If you've gotten married too young you end up splitting up.) I've heard a lot about that re-lly young couples never last.

#22 (Are you conscious of values changing over the last years?)

I suppose, the house and stuff like that.

#23 (What kinds of things would you say motivated you now?)

Security. Like the house they way prices are going up, it'd be a good investment. (Absolutely. What would motivate you to go into the highway patrol instead of staying at Criovac?) That career is boring. Like in the highway patrol you do more than pick up speeders. Got different things. Like driving. (Do you know what the requirements are for that kind of job?) You got to go to Des Moines for a month like a camp for four weeks and they leave you in or kick you out, get trained. They said by the time I'm 21 it'd be 6 weeks. (Is there anything that you could do in advance to train yourself for that?)I talked to two of those guys

about that. One was at the desk I talked to him about going into the service being an MP or something like that. One guy said "I wouldn't go into the service unless you had to." I talked to this captain or something he said about the same thing. He said you can't really domuch until you're of age. To be an MP or something only if you really want to. He said, "It's up to you." Sounds like there's really nothing you can do to train for that. I suppose you could go out to Kirkwood and take classes in criminology like that, that might help you. (So when's your birthday?) December 18th. Another year.Have to give them another talk to like during those 4-6 weeks, do you get paid and stuff like that. What is the pay per year? You can't afford it, you can't take the job. (Can you save enough? Do you get paid during those 4-6 weeks?) I don't know, that's another thing I got to find out. It's been a couple of years since I talked to them. They got a station right down here. (I would almost think they'd give you something.) You kidding, you can't do that for free!

#23 (Have there been any strong models in your experience? Your father, a friend?)

Not really. There's my dad. He bought a house, but I guess everybody buys one sometime in their lives. My dad he doesn't like to invest his money too good. He's kind of not really tight but he doesn't want to take the risk. But my mom she wants to take the risk. They could have gotten a deal with Investor's Life. They could have been almost rich by now my mom said.

(. . .tape ran out)

J.J.
Group 3 17 January 1978

#1 (OK, J , the first one asks: What have you been doing since high school? This would be since you graduated in '75.)

OK, I, '76. Ok, I went--

('76?)

Uh huh. That's when I graduated. OK, I went to Iowa State last year for one year, and then, then, I'm, I'm not going to school anymore right now. Right now, I'm working at McDonclds. I'm not-(laughs) not much money, but I'm saving it.

(That's all right.)

I want to go back to school, and since then, that's what I've been doing...

(OK)

School and work.

(Well, that's fine. Now, do you have a sense of where you'd like to go back to college?)

If I do go back, I, I'll probably take business courses at Kirkwood, and even if I do decide to go back to a university, which I don't know if I will or not, it just depends on the money and everything. I don't know.

(Well, that isn't a decision you need right now, anyway.)

No. No. I'm only twenty.

#2a (How about #2: Have your career plans progressed as you planned when you graduated?)

No. I really thought I wanted to be a writer, and everything, and now I really don't know what it is I want to do. I'm just, it could be anything, from sales to, I don't know, anything, really. I, there's nothing sure. I really don't know. I used to want to be a writer so bad, but then, I just changed.

(Isn't that interesting.)

I don't know.

(Have you had experiences writing?)

Oh! I took almost every writing course in school that I could, and I was really with it, and then I just lost interest.

(Uh huh. Well, a new love will appear.)

Yeah, I hope.

#2b (How about b: Do you consider that you've had successes since high school? 2b.)

Uh, of, what do, what kind of successes do you mean,as far as...

(Oh, gosh. Kids have mentioned a lot of things. I mean, they talk about personal relationships; they talk about jobs.)

Uh...

(They talk about school.)

a lot of friends, like at my school last year, I made a lot of close friends that I'll really, that I really miss a lot right now, and I notice the kind of friends I make like at, right now at McDonalds are usually high school dropout kids and stuff, who are in trouble as far as drugs and drinking...

(Who'd rather not be there.)

Yeah, and uh, but friends I had in college were really, um, close friends that you'd want to do a lot of things with than with the ones over here, but...

(You would consider that as a success?)

Yeah, friends, a lot...

(Sure.)

of friends.

(Any other kinds of things?)

Um, learning more about myself. I mean, starting to like myself more than I did maybe a couple years ago. Um, still a little mixed-up trying to find out more about myself, but getting closer to trying to find out really what it is I want.

(The biggest thing you're going to do.)

Yeah.

#2c (Well, how about c: Would you think of anything as having been a failure since you were in.)

Oh, yes.

(high school?)

(Laughter) Yeah. There was, there was...

(Sorry to mention it, but they do come into each of our lives, so...)

Yeah, um, you could say that as far as, I made a lot of, I made quite a few mistakes, too, as far as, um, money situations, um,being careless with my money, um, failures in school classes last year, um, maybe not studying as much as I should have, um, I don't know. That's about it.

(Can you describe anything about either one of those? Like with the money, what kind of things?)

Uh, OK, what I mean is, um, being able to take care, like, going out and having too much, too much, of a good time, spending a little bit too much money on that, maybe, uh, too much clothes, maybe, you know. I'm, I'm kind of a clothes horse, but...

(It's fun, though, isn't it?)

Yeah, it is, but I've never been good at managing money, but right now I'm just starting to save for the first time in my life, so...

(What do you suppose brought you to the recognition that you needed to do something about that?)

As far as the money goes? Because, you know, your mommy and daddy is not going to support you forever, and you better start putting some money in the bank, and I just decided that, aha, I'm twenty and so I can't rely on them forever.

(Well, how about school? Now, what would you say was the problem when you left school?)

Well, OK, I, um, I had al-, I didn't have any problems in classes where, like on final exams, like they were essay, if I could express myself and stuff, like sociology and history and stuff like that I did fine in, but if it was stuff like, um, anthropology, and they gave you something like an hour to answer 110 questions, and then they'd give you "a, b, c, d and e," and the question would be long, and there just wasn't enough time, and I panic in those kind of situations, when it's a multiple-choice and like that, and then I just uuuuuuh, then I just, then I, then I just think, "Oh, my god. It's no use studying for this, 'cause I know I'm just not going to pass that one." You know, and so that, that kind of test I hate.

(Well, do you think that-)

But if I can express myself in writing.

(Yeah.)

I, fine, but when they give me like an hour and 110 questions, and, you know, that's less then a minute a question...

(That's right.)

really, 'cause you have to go over it a couple times, 'cause they try to trick you sometimes, and, uh, I went berserk, and so...

(So your writing skills really are very strong?)

Yeah, I do good at English and stuff.

(And your, but what is it, your reading skills do you think that need help or...)

I don't know. I, I think I just panicked a lot in those kind of multiple, like in anthropology and, let's see, biology and stuff, but I, I can read pretty well, but I mean, sometimes I can't comprehend real, I can read it over and over, but then maybe I read too fast sometimes, because I won't comprehend it right away.

(Have you ever had a reading course of any kind?)

At school? You mean, at college?

(Well, either one. You know...)

Well, high school I had reading courses.

(At the University of Iowa we had a course which trained kids to read faster, but it also trained them to comprehend better.)

Oh, that kind of, oh, they had something like that out at, uh, Iowa State, too, but I didn't go to it, 'cause I just, I could not believe that anyone can read 2,000 words a minute. I just, I guess I was stunned when I thought, you...

(Well, I upped my rate, say, from 300 to 1,000...)

Really?

(Yeah, quite a bit.)

Well , do they have you read like every other word, like instead of "and's", "but's," and "the's," they have you skip those, don't they? Isn't that what they do?

(Well, they have you, you're to read for ideas. You're to avoid what they call regressions, which means "going back." You would want to train your eye to take in as much of a line as possible, so that you're really giving yourself the opportunity of reading for ideas rather than reading for individual words. They train you to do things like setting a purpose before you read, so that you will set up questions for your reading, and then you read to answer those questions rather than just plowing through it.)

Yeah, that's what I do sometimes. There's so much reading there. I had to read maybe sixty pages for history, and then there's English...

(That's right. That's right.)

and then there's sociol-, sociology and...

(Well, it might be to your advantage to take some kind of course like that...)

Yeah, maybe you're right. Yeah.

(before you tackle that again.)

Yeah.

#3 (Well, how about #3: What is your family situation now? You're living at home...)

Yeah, right now I am. Uh huh.

#4 (currently. And in #4: Have there been any changes in your immediate family?)

No. No deaths; no divorce.

(OK, and...)

My brother moved out last June. That's...

(Did he get married?)

No. He just went and got his own apartment.

#5 (And what's your current income at McDonalds annually?)

(Laughing) Oh, god, probably, I, I've on-, I've been there since September, and I'm not going to be there all year. In fact, I'm going looking for a job this week, another one, better pay, so right now, just below 5,000.

(All right. Would you say it's below 1,000, or is it 1 to 3 somewhere?)

Oh, well, OK, I mean, if I was there a year, it would be below 5,000, but right now, it's below 1,000, I'm sure. Sure.

#6 (All right. OK. Well, how about in your present position at McDonalds, do you feel a) secure, b) that you belong, c) that you're respected, d) that you're fulfilled?)

Oh, I feel...

(or none of the above.)

I, I don't really, don't, a little bit of all of them, but not a lot.

(OK.)

A little bit of all, but not a lot. I don't really feel like I belong there. I don't, that's not my kind of life. It isn't. I, I need an office job or something. I don't know.

#7 (How about #7: would you be willing to move if it meant a better job or educational opportunities?)

Oh, sure. Yeah. Why not? It's...

#8 (Has your health been excellent, good, fair, poor or other?)

Oh, excellent, excellent.

#9 (And 9: Do you get your news from TV, paper, magazines?)

Oh, Walter Cronkite. That's where I get it from.

(The what?)

Walter Cronkite, the news...

(Oh, oh, Walter...)

Yeah. The newspaper too, but I don't, I don't really read it as much...

(So you're a TV bug?)

Yeah. Well, a little bit.

#10 (How often do you attend movies?)

Oh, lately, a lot, because I've just been killing, oh, I've been so tired from working, and I'll go out with a friend or something on a weekend, but I've been going to a lot of movies lately.

(About weekly, would you say?)

Oh, in the last month I've gone to about one a week, yeah.

#9 (um hum, and back on #9: Do you read any magazines?)

Oh, *US World Report*, *Newsweek*, once in a while *Reader's Digest*. I'll skim through it, and, um, I really like that *US World Report*. I don't know, and *Newsweek* 's pretty good, too, and um, *Campus Life*. I've had that subscription for about three years. I keep reading it.

(Now, is Campus Life a...)

It's a, OK, it's kind of a, um, religious-oriented, uh, magazine, and it's, um, mostly designed towards high school seniors who are going to be going to college.

(Oh, that's nice.)

It has a lot of k-, things about how to deal with college problems.

#15 (Well, now that's, on the next page, skipping over to #15, in the second part there: Do you read when you're in trouble? and you're saying that you do, that Campus Life is something that you...)

Oh, yeah, it helps with a lot of problems, yeah. It's really good for kids.

#11b (OK, and how about #11: About how many hours a day would you say you watch television?)

It depends. Now, like, when I was in school last year, none at all hardly, except the news, but like during the summer, I watch maybe, OK, probably three or four, just depending on what I was doing, and now that I'm working, and I have to get up like sometimes around 3:30 or 4 o'clock in the morning, because I have to be there at 5:30 to open up for 6, so maybe, li-, two to three. It depends on how tired I am, 'cause I have weird hours over there.

(Yeah, well, that's what your mom said, that you'll have fun catching him home.)

Yeah.

#12 (#12: What kinds of things do you like to do? What are your current interests, hobbies?)

I love music. I'm a music buff, especially disco music. I just love it. It drives me wild, and I like, um, oh, I'm not much on sports, hobbies or anything, but when I do, bowling. I haven't, I love to swim, but I haven't swam for a long time, and just, I don't know, just having a good time is my hobby. That's just going out and having fun.

#13 (Well, let's see. #13: Your feelings about reading now: You like it, dislike it, sort of medium?)

I have a mediocre feeling about it.

(OK. Let's say "qualified." What does it depend on?)

You know, I really, I don't read unless I really have to, if you come right down to it.

(Under stress.)

Yes. That's about it.

#14 (And #14: What have you read within the last year? Now, you read those magazines regularly. That's reading.)

Yeah, but I mean, I don't read books, full-length novels, much or anything, unless, you know, I don't, no, not really, except in school when I have to.

(Do you read papers, newspapers?)

Yeah, I read only something that catches my eye, like there's an earthquake or something, you know, or like that. What was really sad was when I read about those girls that were murdered in Florida, too. I mean, something that's kind of mysterious or something.

#15 (Sure. Well then, #15: On a scale of one to ten, with ten high, about how high would you rate reading?)

You mean, as far as enjoyment, as I like it?

(Well, how important is it to you?)

It's important to get through your life, because, ok, your job you'll have, and if I go back to school, and it's impor-, I guess about an eight, probably, but I enjoy it as about as much as a four or five.

#16 (Uh huh. Good honest answer. How about #16: How many books do you have at home now?)

Y ou mean, personally?

(Your own personal books, yeah.)

OK, Poseidon Adventure, maybe, um, I, I don't, when I did read, it would be disaster books they made into movies, like Towering Inferno, something like that. I've always been, liked that kind of stuff, but that was a couple years ago. My own personal books, I just have paperback stuff, like nothing that you would call, like really important. Science fiction, maybe, couple...

(Oh, heck. Those are all books.)

Yeah, but, I don't, when I think of a book, I think of something that you'd, I don't know, that you'd really get something educational out of it. That's what I think of a book as.

Paperback books I don't really think is a book. I don't know, but...

(That's kind of an interesting distinction.)

Well, I mean, like, see, really reading science fiction paperbacks is really kind of your own entertainment, enjoyment. It's almost like watching a movie...

(Sure.)

sort of, but I mean, like a book like, um, what is it, *Robinson Crusoe* we have upstairs, now that, it can be entertaining as far as educational, too, about how to deal with certain things, you know, but...

#17 (I like that. When you were young did your parents read to you?)

Oh, I think so, yeah. I remember a little bit.

(Do you have any notion how often they did?)

Oh, they were really busy, not too much. I just watched TV a lot when I was a kid, I guess. A little bit. My dad always made me do math. He , he stressed math more than reading. He, in fact, because he's an electrical engineer, and they deal with math, and so he thought that was more important.

(Are you pretty good in math?)

Oh, no. Just C's and B's. Not really. *He's* the brain in math, not me.

(I see. If you have children, would you plan on reading to them?)

Yeah. I love kids. If I ever have some, sure, read them a story.

#18 (And looking back, would you have done anything differently in high school? #18.)

Oh, I don't really know. I don't know. Uh, I might have taken some more courses about, um, how to get a better job, um, how to prepare, maybe, go to a trade school or something, 'cause I really don't know, maybe take more math, probably, 'cause I really didn't, more science, that's really, that, I think that would benefit you more when you went to school.

(Depending on your major.)

Yeah, that's true, too, and my major at that time I decided was going to be journalism, so I took mostly all reading

courses, but I mean, if I went back, I'd probably take more science, even though I hated it.

(Well, of course, that's something you have to...)

You have to...

(sort out. If it's something that you can't stand...)

Yeah, I just took it 'cause I had to.

#19 (why take it? How about #19: Would you change what the high school offers?)

Um, I don't think there should be as many as electives, myself, 'cause...

(What would you substitute?)

I don't know. They say that they should get back to basics in the reading and mathematics and stuff like that. I think so, too, because, I don't know, I took, I took a year of Spanish, and I got A's in it, but I really can't remember anything of it, you know. I can count to ten and that sort of thing in Spanish, but, I don't know. I really think they should cut down on electives, put your nose into the math, probably, 'cause I took basic math and stuff. I took,.I had a year of algebra when I was in ninth grade. That's considered high school, isn't it?

(Oh, yeah.)

Yeah, and I got, you know, I got C's in that, but I still didn't understand what I was doing, you know. I was, I don't know, it's, I think, more, more stuff like that. Geometry, too.

(Even though, as you're going through school, you might not want it?)

Yeah, yeah.

(See, that's what's going to happen to kids.)

Yeah, but I think it would be better for them in the long run, really, because if they're taking stuff like: girls are taking home ec., guys are taking home ec. and auto and stuff like that. Of course, unless they really knew what they wanted to do, and they wanted to take a trade, like they want to be a mechanic or a plumber or something. I don't know. Something like that, but if they wanted to go on, if they were thinking of going on to higher education, I think they, they should make them take more math and science.

(How early do you think kids should make up their mind, should know in which direction they're going to go?)

I know, I realized when I was in eleventh grade, beginning of the eleventh grade, I think. Yeah.

(Well, you thought you realized, because you thought you wanted to write.)

Yeah, but you change your mind, too, a lot. Yeah, so...

(That's right.)

Well, look at several years ago. They made them take more math and s-, then they got more lenient...

(That's right. Sure. Right)

you know.

(I had to take, well, I took a year of algebra, a year of geometry, and I don't think that's very much, really.)

No.

(I mean, I've always been sorry I didn't have calculus in high school.)

Oh, I wouldn't...

#20 (How's that? How about 20: Do you feel at an advantage or disadvantage because of your high school experience?)

You mean as far as being graduated from it?

(Sure, or...)

Oh, sure it's an advantage, because I see a lot of these kids who dropped out, and they don't have a diploma, and they're going to be like that until they get...

(That's right.)

their diploma, you know.

#21 (How about values right now. What are your values now, Jeff?)

Values? Oh, on what? On, on...

(Well, what's important to you?)

Well, trying to find out what it is I want to do. (laughs) I mean, just, just getting through every day or whatever.

(So your value might be then....)

Um...

(peace of mind in your....)

Yes, yes, and not nervous about what my future's going to be like, or worried a lot, and...

(Is there anything else that...)

Oh, I value friends. Oh, you value your family and stuff like that, but, oh, I value, I'm glad I went to Iowa State last year. I value that as a good experience, 'cause you, I don't know, you become different when you go to college. I, you, you start, um, I don't know, not to get sensitive or any-, you start to realize how imporaant people are to you, you know, and that you have to do a lot of things on your own, too, and you can screw up, too, but, but it's, it's really good exper-, I value that. I wouldn't give that up for anything. I'll probably go back to school.

(So that's: education, friends, family...)

Yeah, I value education, friends and family.

(your job.)

Umm....

(I mean, not...)

Yeah, as far as...

(I don't mean your present job, but I mean this peace of mind in a career.)

Peace of mind, yeah.

(sometime, somewhere.)

Yeah, that's what I want most is that peace of mind, that, well, what, 'cause, you know, I want to have a, uh, I want to have a medio-, a nice apartment and be able to pay the bills and evrything and not worry about money when I get older, you know.

(So that would be financial security?)

Uh huh. That's really what I want, yeah. Making 265 or 280 isn't going to give you financial security.

(It's not going to give you a very big apartment.)

No.

J.J.

#22 (How about changes in values? Have you noticed changes in values over the last couple of years?)

Um, oh, no. I just noticed I've gotten nicer. I used to be a real sn-, I used to be a real creep sometimes. I'm, I'm more sensitive to people's feelings and problems and stuff like that.

(Well, that's kind of nice.)

Yeah, yeah. I've matured a little bit. I've still got a long way to go, though, but, yeah, 'cause I've gone through some rough times, and so I realize that other people do, too, so I try to, I don't know.

#23 (I like that. How about 23: What motivates you now, makes you want to do things?)

Oh, there's just a strong will inside me that makes me want to do things, you know, because you know you got to get certain things done. You, what do you mean? As far as school or job or ...

(Uh, anything.)

Um, you know, there's always a little voice inside a person that tells you, you have to get something done, although there was...

(Some voices are louder than others.)

Yes, and also your parents' voices above your head, too, saying you should do this also, but...

#23 (And #23: would you say that there had been some kind of a model in your life?)

Oh...

(Somebody that you look to as an example?)

Oh, oh, your family, sure, my brother, I mean, he graduated from Drake. I'm proud of him. I really am. He's really a nice kid. I call him a kid. He's twenty-four, but, and my dad, too, 'cause he's really smart, and he's, I don't know, I wouldn't trade him in for anybody. He's just the best dad you could have.

(Great. That's wonderful.)

He always seems to know what to do in every situation, and he's, he's a sensitive, understanding person, and there's just nobody like him.

J.J.

(Terrific.)

He's almost like, my grandfather wa-, was almost like him. They're almost two of a kind.

#24 (How about perseverance? 24. I asked you about that before and I'm going to ask you again.)

(reading) "Are you aware of"........,uh, I don't know.

(Can you stick with stuff now longer than you could when you were in high school?)

Yes, oh yes, yes.

I mean, it, pro-, if I was in high school, and I had this McDonalds job, I'd probably quit after two or three days, but I'm, I don't know, I have, um, now I have, um, more, um, patience as far as the job goes, 'cause you know you got to do it, even though you hate doing certain stuff, and I don't complain as much as I used to about certain things I have to do, 'cause, you know, like your parents tell you, like, that's life, and you're going to have to do it, you know, so....

(Funny how they say that to all of us.)

Yes.

(My mother used to say,"You're going to have to do it whether you like it or not.")

Yeah, that's, so, I, I , um, have more patience as far as certain things like that, as the job goes, so, uh, more, a little more patience with my mother, a little more, I used to didn't have very much, but, I us-

(Well, we've all had that, too.)

Yeah.

#25 (And #25: What are your goals for next year?)

To get out of this rut of not knowing what in the heck I'm doing. That's about it, really, but, uh, oh, if you wait till next year, I'll return to school, probably. Probably Kirkwood. Maybe just a couple of courses at the beginning, but not full time. I really don't know, but just, I just got to sit down some day for a couple of hours and just s-, think about really what it is you want, you know. Can't sit around forever, you know.

M.K. 1/17/78
Group 1

#1 (OK, now, M , what have you been doing now, in the last couple of years? I saw you in 1975 or 6.)

I have been going to school.

(OK, are you at Jefferson now?)

Yeh.

(And what classes are you taking?)

Mostly basic stuff.

(What are you taking now?)

Uh, let's see, gym, American Studies, math, language arts, woodworking, and auto mechanics.

(And when do you think, are you planning on graduating?)

Yeah.

(Do you think you might next year?)

I should graduate this year.

#2a (OK. #2. In terms of career plans, now I know when I talked to you last time, you mentioned that you had had illness, and you had been in and out of the hospital. Have you had some more situations like that?)

Well, I've been in the hospital about, oh, 30 times since we last met.

#2b (Have you had what you would call successes in the last couple of years, I mean, one of the things, it seems to me, is that you're in school, cause that's one thing ....)

Yeah, that's about the only success I've had.

#2c (Almost all of the students that I've interviewed so far have had some kinds of failures in the last couple of years. Have you had anything that you think of as a failure in the last couple of years?)

None I can think of.

#3 (OK. and you're living at home. I'm looking at #3. And have there been any changes in your immediate family since you were, last we talked?)

Yeah, my sister got married.

(Oh, did she? Do you have brothers still at home?)

No. He's living in Colorado.

(Are you the only one here now?)

No. I got a little sister.

M.K.

(Oh, one married and one at home.)

Yeah.

(I seem to remember two or three brothers. Are they living in Colorado, all of them?)

I got one brother.

(One brother, OK. He's in Colorado.)

Yeah.

#5 (And are you employed now at all?)

No.

#6 (And, we'll skip #6 because you're not working. And #7, well, let's do #6 and think about it as though we're talking about your school situation there. So, in your present school situation, do you feel secure?)

Uh, sort of.

(Sort of, do you feel that you belong there?)

Yeah.

(And do you feel respected.)

Yes.

(Good. How about fulfilled?)

What do you mean?

(Well, it's as though you're doing something, Hello, it's satisfying something within you to do that.)

Not really.

#7 (OK. How about #7. Would you be willing to move if it meant a better job or educational opportunities?)

Uh, it depends on how far I got to move.

(How far would you be willing to move?)

Oh, Colorado.

#8 (Move on to #8. You've been telling me that you have had quite a few problems with your health. Would you consider it to be fair or poor?)

Well, physically, I am healthy, and other than that, the only thing that's wrong is that - ________ (?), other than that I'm in good shape.

(Well, now, that's great. Good enough. M , does the belief seem to be that it comes and goes, or is it something that seems to be with you, or)

M.K.

It's with me all the time.

(So are you conscious of not feeling comfortable?)

Not really, It depends. Well, somethimes I feel sort of tired, don't feel like doing anything. Doctors say it causes that, or it's caused from that.

(Is it something that might last for a week, or a day, or)

All depends.

#9 (You can't tell, Well, how about #9. Now I see you have a television, you watch TV. Do you read, or do you get news from TV, newspapers or from magazines?)

Mostly TV.

(Uh huh. And uh, do you read any magazines?)

silent answer

#10 (And do you go th the movies?)

Once in a while.

(About what would you say? Monthly or...)

About that.

#11a (Uh huh. What are your favorite TV shows?)

Oh, let's see. Got all kinds of them. Let's see. "Baretta", "Starsky and Hutch", uh, "Man from Atlantis". Let's see. That's about it.

#11b (OK, and on #11b: How many hours a day would you say you watch television?)

Uh, about six and a half hours average.

#12 (Do you have any other kinds of things that you do, on #12: Do you have any other hobbies or interests?)

Um.

(Do you collect anything or...)

Well , I once collected stamps for awhile, and then I started collecting rocks, and now, I guess it's a hobby, now, right now, I'm just looking at the stars and moons...

(Um.)

and stuff like that.

M.K.

(Do you have a telescope or a...)

Yeah.

(Nice. That's great.)

I got it for Christmas.

(They're there for all of us to enjoy, aren't they?)

Yeah.

#13 (How do you feel about reading, Mike, #13: Do you like it, dislike it?)

Hate it.

#14 (Don't like it. OK. Have you read anything this last year? Like a star manual? Do you have an astronomy book?)

No.

(What do you use to help you get to know more about the stars?)

Nothing.

(You go out with your telescope and look.)

All I do is, well, I have been sitting up in my bedroom, looking out through the window.

(Do you have, is your telescope powerful enough to really see them?)

Um, I think it was Sunday night, I was looking at the moon, and I saw craters.

#15 (Um, I would say that was powerful. Do you read anything when you're in trouble? For example, would you read the Bible if you were in trouble, or would you read a manual that would tell you how to repair the engine of a car?)

You mean, what *do* I read, or what *would* I read?

(Well, do you read and would you read, both of them, if you were in trouble?)

What do I read? Nothing.

(OK.)

What would I read? Um, let's see. Probably suspense.

(Is that a magazine?)

I don't know, but that would be it. Anything with a bunch of suspense in it.

(OK. Now, would you read those if you were in trouble?)

Yeah.

(Because it would give you a sense of, maybe, getting out of yourself...)

Yeah.

#16 (not thinking about yourself so much? Do you have any books at home now?)

All kinds of them.

(Do you? What kinds?)

Uh, some paperback. I have a bunch of books on, uh, health, plant foods. I got half a, well, about almost a full encyclopedia set. That's about it.

#17 (That's something, and did your parents read to you when you were little?)

Yeah.

(Did your mom read to you or your dad?)

My mom.

(About how often would she read to you, do you think?)

Every night.

(Every night. That's nice, and if you have kids, would you read to them?)

Uh, I don't know.

(Have to wait and see.)

Yeah.

#18 (How about #18: Looking back now on your high school experience, would you have done anything differently in high school?)

Yeah.

(What would you have done?)

Worked.

(That's a big difference.)

Eleventh grade, all I did was skip or go to class and sleep. If I would have worked, I could have been out when I supposed was to.

(How did that happen, M ? Why did you do that? Part of what we do with this is to try to feed it back into kids and back into teachers and so on, so anything you could say that would be helpful to somebody else who might be in the same boat.)

You mean, why did I skip and that?

(Um hum.)

Be with all the other people, be with friends that skip. That was smart. To see if I could skip without getting into trouble.

(Did you ever get in trouble?)

Quite a bit.

(What sorts? How did they punish you, so to speak, if you skipped classes?)

Who? The teachers, parents?

(Or the principal or anybody.)

Oh, sometimes they'd have me in-school suspension, sometimes out-of-school suspension.

(Were you suspended very often?)

Oh, probably three times.

#19 (That's not so bad. How about #19: Would you change high school if you could, or what's offered in high school, the high school offerings, like different courses that are offered?)

Yeah. They don't have enough courses for people to pick out, choose from.

(What kind of things would you like to add?)

Um, different type of sports for gym.

(Like what?)

Um, wrestling, boxing, Kung Fu.

(What's Kung Fu?)

Art of self-defense, a form of it.

#20 (That's really not a bad idea. How about #20: Do you feel at an advantage or disadvantage because of your high school experience?)

An advantage.

(Why?)

Know stuff. People that dropped out or never even got as far as high school.

#21 (That's right, and Mike, what would you say, #21, are some of the things that are important to you now; what are some of your values?)

Um, I got two, well, one thing that I really value, and that's my life, and another thing I sort of value is my education.

(Anything else? Family, friends?)

No.

#22 (OK. How about #22: Have there been changes in your values in the last few years?)

Uh huh.

(Uh huh or Un hun?)

Yeah.

(What would you say those have been?)

Um, before I didn't value school or my life or anything. I could have dropped dead, and it wouldn't have bothered me.

(What are your chances, now, of living? Think they are pretty good?)

Well, it's probably 93% chance of living if I keep on my pills, and if I don't, probably, oh, 20-75.

(Well, it seems to me that your interest in living will make a difference, too.)

Yeah.

(If you want to. I certainly admire what you're doing in staying in school, trying to get that finished. What would you like to do after you finish your school?)

Drive a semi.

(Oh, really?)

Yeah.

(Well, that's great. Have you done anything like that?)

No, I haven't drove, driven one, but I've ridden in one.

(Can you do that, do you think?)

Yeah.

(Will that be any problem with your physical condition?)

No.

#23 (That's wonderful. Well, I'm proud of you. Terrific. #23 asks: What motivates you? Is it your being interested in something or people pressuring you to do it or praising you or what makes you do things?)

Find out what happens when I get it done., if I'm thanked for it or if I'm, uh, people get mad at me for doing it or what.

(Uh huh. Which do you respond better to, do you think?)

Um, probably people thanking me for doing it.

#23 (Uh huh. M. has there been anybody in your life that you've looked to as an example? #23 asks about modeling, people that have been models for you.)

Um, my brother.

#24 (OK, and #24: Are you aware of a change in your ability to persevere now, like when you, the very fact that you have stayed in high school means that you can stick to things pretty well, and that may not have been something that you did very well a couple of years ago. Do you think you've gotten better at sticking to things now than you were then?)

Yeah.

(Can you give an example of something you've stuck to?)

School.

#25 (School? OK, and #25: What are your goals for this next year?)

Getting out of school and getting a job.

S.K.
Group 3

#1 (What have you been doing since high school?)

I had a job. At the moment I'm unemployed. (What kind of a job did you have?) It was a factory job. (At where?) Amana Refrigeration. (Does Amana have a plant here in Cedar Rapids?) No, I drove down. All the time.

(At present you're living at home. Do you get unemployment compensation?) Yeah. (What kind of work are you looking for?) I'd like to get a part time job in a couple of months start some schooling, training. (And what kind of job would you like?) I haven't decided that yet. A lot of things I've been looking at.

#2a (Have your career plans progressed as you had planned?) I know when you were in high school you were going to go out to Colorado.)

That hasn't progressed. I decided to wait on it though it's still in my mind.

#2b (What would you consider to be the successes of the years that you've had since high school?)

I bought three cars, motorcycles. I guess getting a couple of things that I've wanted. (I'd say so.) (Do you keep the cars or do you sell them?) I'll keep two of them. One of them I'm going to junk out. The other one is a 71, it's in nice shape. Then I've got a 69 Wardner. I'm restoring that car. (My gosh. What kind is it?) A roadrunner. Have you ever seen a 69 GTS? (I don't know much about cars?) Would there be anything else that you would consider successes since high school?) I've learned more about life. (I bet you are.) I can't think of any big successes. (That in itself is a success.)

#2c (Have there been anything else that you would consider failures?)

In the sense that I still have lost wasted a lot of time. I've been out two years now and I haven't really accomplished anything. (Just realizing that my help you get some sense of direction.)

#3 (You're living at home, is that right?) Yeah.

#4 (Have there been any changes in your immediate family?)

S.K.

Not really. My sister has moved out to Indiana. (Where is she living?) Meredan. (I'm from Indiana but we're in Bloomington which is south of Indianapolis.) This is outside of Chicago. (Sure, I know where that is.) That was another one of my plans. I'm still thinking of moving to Indiana. My sister she'd help me get a job. Her husband. I have a lot of other relations there too.

#5 (When you were employed, how much were you earning a year?)

$8000. d. (Over what period of time did that extend?) From the 7th day of the beginning of 77 and I was employed for about 10 months, till November.

#6 (Let's put # 6 in past tense. Did you feel in that job that you were secure, that you belonged, that you were respected?)

I was respected. I guess you kind of feel that you belong but it really wasn't a fulfilling job. It was a dead end job you could say. (Do you think that you didn't do what you could have done in it or you just got tired of it?) There was really no room for advancement. There was no one to offer good-looking wages. (What were you doing there?) I was putting refrigerators together. It's called the liner of the whole refrigerator. (One boy that I talked to a couple of days ago is working at a factory here in town. He's bought his car and motorcycle and now he's buying a house. He's going right down the line. I was so impressed. You're collecting things at this point and that's something. YOu'll find out a lot even just about handling finances.) Yeah.

#7 (Would you be willing to move if it meant a better job?)

Oh yes.

8 (How has your health been?)

Excellent.

#9 (Do you get news by TV, paper, magazines?)

All three. I read the newspaper at night and I watch the news quite a bit. (Which magazines do you read?) A lot of them are informative: cars and things that are coming out. Motor Trend magazine, about the brand new cars and what they're changing. Also, Newsweek I like. I get Modern Photography magazine.

#10 (Do you attend movies?)

Not really. I like to watch movies, but I don't go.

#11a (Do you have any favorite TV shows?)

Yeah. (Which ones?) Mash, Soap, I think it's a really funny show. I like 60 Minutes a lot.

#11b (How many hours would you say you watch a day?)

Maybe 3-4.

#12 (Do you have current interests and hobbies?)

Beer can collecting. Photography. (Do you go around and take pictures?) I haven't lately. I haven't for quite a while ever since I got out of high school. (Would you be interested in doing that? Would that be something you'd like?) Yeah. (I wonder if you could volunteer to be an intern with a photographer to get the experience or work with the paper maybe?) A newspaper it's a requirement to have four years of college. You really have to have four years of college to get anywhere. You have to be good or not. You have to have some credentials. (And you were talking about camera repair. Maybe that would be something you could do.) Yeah, I work on cars a lot. S mall things a lot too, radios. (What steps might you take to move on the photography?) I really haven't decided yet. There's schools for photography. School of Modern Photography Rhode Island School. I've heard that they're really no good. You apply for a photography job and write that down. It's a mail order thing. As far as camera repairing is concerned, that's mail order. That's the only place in the country to learn to repaire cameras. (That's the one in Colorado?) Yes. (What other kinds of things? Car repair?) Yeah. (Anything else? Beer can collecting. Collect beer glasses.They're becoming extinct anymore. With the names on them. I think you only see them on television. (Are they really?) In the 60's late 60's bars usually carried those type of glasses. P eople kind of carried off those kind of glasses. (You've been making a collection.) Yeah, they quit making them now just about. (Anything else?There was a really odd one. You had a hearse at one time?) No, I was thinking of getting one. I still think about that. I bought my 69 roadrunner instead. I don't know why. They still make them. (Any other hobbies or interests?) I play guitar. (Nice.) I like music a whole lot. That's about it.

#13 (How do you feel about reading now?)

#14 I read a lot. I don't read like books. I read technical manuals. Cars. Photography. I don't read hardly any books. I read a lot of articles out of magazines.

#15 (How important would you say reading is to you?)

Very important. (Do you read when you're in trouble?) When I need help with my car. When I'm in trouble I work on my car. I play guitar for a while. (It's wonderful having those kinds of releases.) Yeah.

#16 (How many books do you have at home now?)

You mean just books in general? (A. How many books at home in general B. How many are just yours?) I've got about 50 books myself. (Supportive of your interests?) Yeah and I have other odds and ends books too. (Books about cars, photography, what other kind?) Chemstry, foreign language books. (Which languages?) German.

#17 (Did your parents read to you when you were little?)

Now and then. (If you have children would you be likely to read to them?) Yeah.

#18 (L ooking back would you have done anything different in high school?)

Yeah I think I would have took more mathematics and tried harder. (Anything else on #18?) No, I don't think so.

#19 (Are there things that you would change in what the high schools offer?)

Not really. I can't think of any.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

At an advantage that I finished high school. I think I could have picked up moreout of it. (How could youhave?) Like I said I could have more mathematics. (Is that an interest that came after high school?) I think so. I guess I never really realised that I had a problem with mathematics. (Know how could we communicate this kind of thing to students.Counselors?) I don't think that would have done any good. (I remember in your senior year you were anxious to get out of high school. You just didn't like it.) I don't have any trouble with mathematics as far as simple addition, I guess just algebra I never really understood. (Or calculus?) Logarithms the whole thing there. (Were you required to take algebra?) No. It was something I took. I didn't do too good at it. I flunked the course. (But you took some algebra?) Yeah.

#21 (What would you say your values are now?)

Finding a good secure job, or starting my own business. Just secure. (If somebody said to you, "I'll give you the money to start next week," what would you like to start in?) I think it'd be a photography shop. That would be after I learn repairing cameras. Cause there's a good market for repairing cameras. You have a camera store too. Like in Cedar Rapids here there's only one photo shop in a whole county. (Now have you ever gone and talked to them?)They knew me. They know I had a camera that fell apart all the time. (Could you fix it?) No, I guess I might have been able to but I just didn't want to try. (Do they know that you're interested in doing something like this?) Oh yeah. I've told them. E.J. I forgot his last name. It's in the back of Lynn Photo on 3rd Avenue. It's been there for quite a while. He took the national camera repair course and he has his own business started up. Right now he has two or three employees. (Can you ask him for a job?) He told me if I did complete the course he'd like for me cause camera repairmen are in demand. (And how long does that course take?) About two and a half to three years. (That's a little bit of work. What's holding you up?) I guess financial and my cars and other problems. I guess I just have to get myself straightened out. (Do you have any way to get yourself out there? Any problems in that?) Not really.(You don't want to wait too long. It seems to me that this has been a constant interest with you. When I talked to you before you were thinking that was the direction you wanted to go and you're still thinking about it. Do you know about government loans for education?) I guess I've never really checked into it. (Somebody down here could help you. Right after we finish we could go across the hall so you could see. I'm sure there's somebody who could help you.)

#22 (Are there changes in your values?)

I don't really think so.(A job starting your own business.) Those were my thoughts all through high school.

#23 (What would you think motivates you now?)

Wanting to get into a better life. (Be interested in what you're doing.) Yeah.

#23 (Has there been a strong model in your life?)

Not really. (Father, mother, uncle, sister, aunt?)

#24 (You said before that you were aware that you could stay with things a lot longer now, so that would be #24. Can you describe why that's taken place?)

Things seem a lot more important to me than when I was in school. When I was in high school I was doing so many things. I never took time out for one thing or another.

#25 (Do you have some goals for this next year?)

Oh yeah. (What would you like to do?) Get myself out of debt completely. And complete   of my car. (Are you going to be able to get out of debt?) Oh yeah. I'm only $1600 in debt. Two motorcycles and a car I'm going to sell. It's not like I don't want to cause I want to.I've had it like my motorcycle, it's old and it falls apart. It doesn't go fast. The little one is too small. It's only a 72 with when I bought it a 1000 miles on it. Sell it to somebody that's smaller than me.

#26 (Is there anything as you look back that would be beneficial to folks? How about your Mom is she working?) Yeah. (Where does she work?) Surgeon's Hospital Supply. (I'll call her later this afternoon after 4 then.)

#1 (What have you been doing since high school?)

I have vocation and non kind of jobs. (Vocational at Kirkwood?) Yeah. (And what's your job?) It's working at J-TEC. (What's that?) It's well they build electronic equipment, radios and that kind of stuff. But I don't do any of the stuff that I went to school for. I mostly build boxes and that kind chassis for the stuff which someday I'd like to get into. (The real stuff.) Yeah.

#2a (Have your career plans progressed as you planned?) Yeah.

(Pretty much cause I know you're very interested in electronics and one of the things you said was that you wished that you could go on one extra year to just solidify what you had done, in high school in electronics.) Yeah, I wouldn't mind doing that. I'd like to take some more school. I'm just working now one year and then I want to go back to Kirkwood to take another one year course in electronics.

#2b (What do you consider the successes of your years since high school?)

Golly I don't know. Mostly industrial arts and that kind of stuff. What I've picked up from school is all I can tell you. I liked industrial arts more than I did any of the other stuff any way.

#2c (Have there been any failures? Sounds to me like things are progressing as you planned.)

The only failure is up there at work all I build is boxes. I'd rather had a job where I could have been working on something. My dad says that if I don't try and find a place I might forget a lot of what I already learned in school.

#3 (You're living at home now

#4 (and have there been any changes in your family?)Uh- uh. No.

#5 (And what is your current income?)

Between $1000-5000 at least that's what I figure out in a year's time.

#6 (And in your present position, do you feel secure) No. (That you belong? That's hard yet. Respected?) No. (Fulfilled?) That's far away.

#7 (Would you be willing to move if it meant a better job or educational opportunities?)

Oh yeah. I wouldn't mind.

#8 (And how's your health been?)

Real good. (Good.)

#9 (And where do you get your news?)

TV sometimes the newspaper. Not too much though. (Do you read any magazines?) Yeah. Popular Electronics and Stereo Review.

#10 (Do you attend movies?) Once in a while. (Weekly? monthly?) Monthly.

#11a (What are your favorite TV shows?)

I like anything that does with science fiction. Logan's Run, Star Trek. A few of the detective shows but not many. I like science fiction.

#11b (How many hours would you say you watch television?)

About 4-5. (Is that every day do you think?) Not every day, just once in a while. It might be just one day out of the week I won't have something else to do. It kind of fluctuates. (What are your working hours?) 8-4:30. (You might then come home and watch all evening.) Like now I've been working on my scope and I finally got it running pretty good. There a few bugs in it yet but that's what I been working on yet. (What's a scope?) It checks different frequency patterns and you can check voltages things relations between different frequensies and that kind of stuff. You can even figure out if you see a wave form you can f igure out the frequency of it. (What's the whole name of that? Oscilloscope?) Yeah.

#12 (So we know then that the oscilloscope is one of your current interests or hobbies. Are you building this?)

Yeah. I like building electronic projects and that kind of stuff. I like to work on that woodwork but it's not one of my best hobbies. That's about the only hobby I really like. Electronics. (Do you ever do this for other people?) Yeah, sometimes. (If I had a lamp that didn't work, could you fix it?) Yeah. Some people call me up, if I want to work on the TV of something. I had a few calls already but I got them finished up, before Christmas, I haven't got nothing now. (Our friend has a turntable that really isn't sounding properly. He says it's because it isn't weighted correctly under the turnable. Could you fix that?) I've had some mechanical, I'd have to take a look at it. Sometimes it might sound like it's in the turnable, but it's not in the turnable.

#13 (What are your feelings about reading now?)

#14 It's all right. (Do you read?) Magazines. That's about it.
#15 (Any books?) Not really. Seldom.

(Do you read when you're in trouble?)

#16 (How many books would you say youhave at home?)

I wouldn't know. You see we got some in here and some in there and when I went to school I had to buy a whole bunch of books. I got stacks full of these too.

What a schematic is it shows the diagram of a radio, tv, or anything that's electronic. They show how they're put together. They got schematics for mechanical stuff how they are put together too. It just helps you out if you got something that needs to be fixed. It sure helps you out.

#17 (When you were little, did your parents read to you?)

Yeah you could say. (Do you have any memory of how often?) I don't remember.

(When you have children, would you be likely to read to them?)

Probably so.

#18 (I sort of know the answer to this, but looking back would you have done anything differently in high school?)

Yeah.The T & I class I took, it was a good class but I would have rather took more industrial arts and just forgot about the T & I. (What T & I?) Trade and Industry. You work on the job. (How did you work on the job?) You'd have a class and then you'd go work on a job. I worked at Butterfield. Electric. YOu'd go there at 1 o'clock and get off at 5. But if I done it over and that I don'tthink I would have took it. (Why not?) I like industrial arts and I wanted to get into machine shop. I had that and that took up most of my time. You had that and you had one hour in the morning and then in the afternoon you had to go to work. You didn't have much time for anything else. (Industrial arts, did they have prerequisites?) Yeah, especially machine shop. (Had you taken those?) No. (So you had to have taken those.Did anybody ever tell you you had to have those?) I knew you had to have some courses like those but when I looked through the offerings I thought I could get in. They asked me if I had them and I said no they said you had to have them first. That class would have been in the afternoon. I couldn't take it then. (When did you find that out? Was it your senior year? Was it too late to do anything about it?) Yeah, really. (If somebody had given you better counseling you sophomore year)

I probably knew about it but I just didn't run across it. I just went and got it. I knew with electronics you had to go 1, 2, 3. Machine shop you had 1, 2, 3 but there was another course before. That would help you out a great deal. (What was your GPA when you graduated?) Between a C and B.

#19 (You've already said you would have taken more industrial arts, are there any other things you would have taken?) In your industrial arts and that, one hour just isn't enough to do anything. That's one thing I would change. If you got enough kids that would want to go for two hours because you get all your equipment out by the time you get set up you don't have much time to do anything. You put it away again. (That's right.) An hour isn't much.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

Advantage.

#21 (One of the things we asked before was about the kind of things that are important to you. What are your values now?)

I haven't really thought about it. I'd just like to get a good job. A job that I'll enjoy. I'm not trying to get rich or anything. At least a wage that I could live on. (What do you think that would be these days?) Golly I don't know. It keeps going up all the time. (What are you doing with your money these days?) Just saving it up or putting it into the car to keep it going. Mostly I'm just trying to save up for school. (So you can go back next year?) It'd be in August this year. (What kind of electronics?) Large equipment. It'd been where they re ind motors and that. I'd like to take the two-year program in electronic engineering. I'm color blind and they said that I might have a hard time getting a job. They'd hire somebody that isn't color blind over somebody that is. (Has that been any disadvantage to you do you think?) Not really. If I don't know something I'll take a meter out on it or I'll ask somebody. (How about driving?) I can see the red lights and stuff. I don't know why they say I'm color blind. (Can you see the difference in these colors?) Yeah, green and black, but don't ask me why. I worked for the telephone company and they gave me a test and said I was color blind. That was a long time ago. (What color is that vase up there?) Green. (What color is that teddy bear?) Blue or violet. (You're not color blind.) The only thing I can think is that I can't see colors real small. (Cause you take a test in those little machines and they're up close. I'd fuss around about that.) Every once in a while at home we get this Inquiry magazine and they had an article about a contact lens for color blind to pass the test. We asked the eye doctor about it and he's checking up on it. We're hoping that something will come out of that.

E.L.

(Values we'll put down a good job, a life without too many problems, a living wage, do you have a sense of what you'd like to shoot for in terms of a wage?) No. I guess the way everything's going up, I don't know. (You better think about that a little because sometimes what you shoot for is what you get.)

#22 (Have you been conscious of any changes in your values over the last couple of years?)

Uh uh. No.

#23 (What motivates you? Why do you do things?)

I enjoy. I see something that doesn't work and I try to get it fixed. I see that it finally runs.

#23 (Would you say there have been people in your family, a teacher serving as a model for you?)

Uh uh. No.

#24 (Are you aware of your ability to stick to things?)

I work with things till I finally get it. Like with this scopeI been with it keep at it till it works.(Seemsto me that's pretty much the way you were when you were in school, weren't you? You were getting something to take to the Iowa S tate Fair.) Oh yeah there was a stereo kit and I built amplifier out of tubes and I never did get it running the way it was supposed to so we didn't even bother taking it up. That was a bad year. The judge in the electronic department was a wood teacher. He didn't know much about electronics. There was debating about next year and I didn't know even if I was going to take it but they had in Popular Electronics these solid state cameras that pick up pictures moving camera pictures no tubes or nothing all solid state. But the pictures was really small. You could see live movement in there and all, but you got to put it on a scope and I ain't got my scope running yet. I got the other part which we used the teacher's scope up at the school but I want to get mine running so that I can use it. (Do you think you'll take anything up to the fair and enter it?) I haven't went to the Iowa fair in golly I say 10 years. We went when we were small. My dad gave me some money and when I went out the door I still had the $5 with me. I watched everybody else and you never gain nothing from it.

(Anything else in your life that's going on that you're particularly pleased about?) I can't think of anything.

#25 (To return to Kirkwood for electronics courses.)

C.Q.
Group 1

#1 (C , question number one: What have you been doing since high school?)

Working.

(And where have you worked?)

Um, at K-Mart and then, now I'm working at Merchants' National Bank.

(And what are you doing at Merchants'?)

I'm a teller.

(And how long have you been there?)

Since, um, last May. Eight months.

(Since May of)

Seventy-seven.

(Seventy-seven, right?)

Um hum.

#2 (OK. And number two: Have your career plans progressed as you planned since college, I mean, since high school?)

I really never had any plans.

(OK. Had you planned to get married when you were in high school?)

No.

(And where did you meet the fellow that you married?)

At K-Mart.

(Did you?)

Um hum.

(Does he work there?)

No, he works at Amana Refrigeration now.

(Quite a few fellows that, have said that they were either at Amana or that they have been at Amana of the ones that I've interviewed, so they must have a nice business in Cedar Rapids.)

down there, so he's got a pretty good job.

#2b (Great. And on #2b: What would you think of as successes that you've had since you were in high school?)

I can't think of anything, except getting married.

(Do you think of marriage as a success?)

Yeah. Sure. (laughs)

#2c (Have you had any of what you might call failures since you graduated?)

No, I don't think so.

(Just kind of been going along?)

Smoothly.

#3 (Smoothly.(both laugh) And #3, you are married and living away from home, and I think you'd be interested to know that you're the only one of this group now that is married.)

Is married.

(Uh hum. Now, there others that are planning on it within the next couple of months or so. When were you married?)

Last April, seventy-seven.

(Are you thinking about a family? Is it something you want?)

Maybe in three years or so. Not for a while.

#4 (And have there been any changes in your immediate family? For example, I mean your father, mother... Did you have any sisters or brothers?)

Yeah. I had a sister. She's married now.

(So, she's also away , so you're mom and dad are alone now at home.)

Alone. Uh huh.

#5 (What is your current income? Now, that would be your salary alone, not your husband's.)

Over $500 a month.

#6 (OK. #6: In your present position do you feel, and it can be any of the following or all of them: Do you feel secure, that you belong, that you're respected, that you're fulfilled?)

Um, I'd say all of them.

(All of them.)

Sometimes. Respected not all the time.

(Respected what?)

Not all the time.

(Not all.)

Because people don't respect you.

(How is that shown do you think?)

The way they treat you sometimes, um, just working with people in general you get that

(Now, would these be customers or--)

Right. Customers.

(That's too bad,)

It's terrible the way people are.

(What sorts of things do they do?)

Oh, I don't know. You know, you get some that are real, real nice that you wish you could have every day. And then, there's others that are just, say, you won't cash a check for them or ask for an ID, they get very snotty and- they think that they're better than you and, you know, if they were in our place, they'd do the same thing.

#7 (Uh huh. Of course they would. How about #7: Would you be willing to move if it meant a better job or educational opportunities?)

Definitely.

#8 (Ok. And how has your health been?)

Excellent.

#9 (Excellent. Good. And where do you get your news: Tv, newspaper, radio, magazines?)

All.

(What magazines do you read?)

Um, *Good Housekeeping*, that's about it.

(OK. Well, I'd say that it paid off.)

National Geographic.

#10 (And #10: How often do you attend movies?)

Not very often (laughs).

(Would you say monthly?)

Not really. We just went to one Saturday night, then the first time we've gone to one for I don't know how long.

(Which one did you see?)

We went to see The Goodbye Girl.

(Oh.)

Marsha, Marsha Mason.

(We saw Oh, God last week.)

Oh, we saw that one just recently, too.

#11a (And it's, we enjoyed it. Very nice. How about 11a: What are your favorite TV shows?)

Um, Eight is Enough.

(Eight is Enough?

Happy Days, Little House on the Prairie, family shows mostly.

#11b (#11b: How many hours a day would you say you watch television?)

I suppose, probably one to two hours, not very often.

#12 (And what are your current interests and hobbies?)

I like to sew, cook, stay home (laughs), um, and play with Penny.

(Play what?)

Play with my dog.

(Oh. She makes a good companion.)

Yeah. She's just like a little kid. Um, That's about all.

#13 (On #13, would you say that you like, dislike, or that you have qualified feelings about reading?)

I like it, if I can find something I like to read.

#14 (What have you read this last year?)

I don't read books that often, you know. I just read, like, stories -

(Magazines, uh huh.)

And magazines. I think those are my ... like I ever have time to read.

#15 (And #15: On a scale of one to ten, with ten high, how important would you say reading is to you?)

Not very important.

(Would you give it - what, about?)

Maybe a four?

(Four. Do you read when you're in trouble? Now, I notice you have a big, beautiful Bible here. Would you read that if you were in trouble?)

I don't know.

(Would there be other kinds of things? Have you consulted a marriage manual? Would you read books on how to fix the furnace or how to -)

Maybe if we had children, I'd read something.

(Um hmm - or even -)

Cooking

(Sewing)

Yeah, sewing.

#16 (About #16: How many books would you say you have here at home now?)

Maybe ten.

(OK)

Don't have very many.

(What kind are they?)

Just novels. That's it.

(Do you remember the authors of any of them?)

I have a couple by Jacqueline Susanne and - I can't remember who else or what else we've got.

#17 (And #17: When you were little, did your parents read to you?)

No, I don't think so.

(If you have children, will you read to them?)

I think so.

#18 (And looking back, would you have done anything differently in high school?)

Probably would have taken more of business classes.

(Was the counselling adequate in high school for your needs?)

I never really went to them.

(So as far as counseling went, you wouldn't - didn't use it.)

I didn't, no.

(How did you decide what to take?)

Just my interest, what I needed to graduate.

(How did you know what you needed?)

Uh, they just told us in a booklet.

(Did they give you a sheet that listed the requirements?)

Well, you have to have so many hours, and then it said each course how many hours it - they were worth. That's just -

(And were the requirements within given areas? Did you have to have so many hours in English and so many hours -)

Social studies.

(In other things?)

Uh huh.

#19 (Would you change the high school offerings?)

No.

(You thought they were adequate?)

Uh huh.

#20 (And #20, do you feel at an advantage or disadvantage because of your high school experience?)

I really don't use any of my ...

(Anything that you learned in high school, you don't use.)

No. I don't think so. Maybe math.

(What did you take in high school?)

Um, the basic courses and home ec, sewing. Then I was in the D.E. program in 12th grade.

(What was...)

Distributive Education, which is you get credit for working. It's like a retail, D.E. is a retail course, like they have O.E., which is Office Education.

(Now, would your feeling be that that was helpful or not helpful?)

I kind of wish now I had taken O.E. instead of D.E.

(And the O.E. was...)

O.E. was Office Education, like secretarial work and things like that...

(I see.)

More business. Like D.E. was more like working in stores, department stores, and...

#21 (OK. How about #21: What would you say are your values now? That's important to you...)

Have a happy marriage, raise some children. I'd like to quit work eventually.

#22 (Would you say that there have been changes in your values in the last few years?)

Yes, 'cause I decided to get married. Oh, I always wanted to get into, um, airline work, or something like that.

(So your original career goal was really to work with the airlines ...)

Right.

(Or something like that.)

Travel agency.

#23 (And #23; What motivates you now? What makes you do things?)

What I want to do, my husband, other people, maybe their ideas.

(Have there been people that have been strong models in your experience?)

Um, I'd say my mom and dad, probably, the way they brought us up.

(Could you describe a little bit about that? How would you characterise the way they brought you up?)

Very good.

(What do you remember out of that, C , that you consider good upbringing? Is that, see, there are things like that we can share with people.)

Um, As strict as they were. They didn't let us do a lot of things that other kids' parents would let them do, which, I'm glad, because I might not be doing the same thing I am now.

(Kept you in good shape.)

Yeah.

#24 (How about #24: Are you aware of changes in your ability to persevere?)

What do you mean?

(To be able to stick to things.)

Um, I don't understand, really.

(Well, let's say, some people really find it very difficult to stay with something. Now you've stayed with your job, so it seems to me that that's an illustration of an ability to do something over a period of time, to stay with something. Now, you obviously are making a nice adjustment to maintaining your home, so that certainly would seem to indicate that you have been able to persevere. Some people don't stay with things, you know, if they aren't interested in it. They just won't do it, even if it would seem as though it might be appropriate for them to stay with it. How would you...)

I'm ready for any changes.

#25 (And what would you say would be your goals for this next year? #25.)

Um, I'd like to start a family. My husband doesn't want it. Um, hopefully, get some of our bills paid off, so we can start looking for a house.

(Is this yours? Are you buying the trailer?)

Well, we bought it from this, this couple, and we're paying them. We don't, don't have to go through, uh, get a loan or anything like that.

(Yeah. Well, that's a help.)

So it's a lot better than paying rent for an apartment, like we were going to. At least we'll get something out of this.

(Good.)

But it's more or less ours. We consider it ours.

(And was it furnished, or have you furnished it?)

We, it, the couch and chairs stayed in it, and the refridgerator and stove, and that's about it. They had some other furniture and, but my dad made us a bedroom suit for a wedding oresent.

(Good.)

And so -

(He made it.)

Yes.

(Good heavens. May I see it?)

Sure.

(I'd love to.)

He's not finished with it all. He's got one more, the biggest dresser to make yet.

(I'm sorry. What?)

He has the biggest dresser yet to make. He hasn't finished it all yet.

(My goodness. That's impressive. Now, your husband is working. What's his salary, approximately?)

Uh, I don't know.

(Would you say, like,..)

Like over ...

(like above eight thousand dollars, or...)

Well, over this year we both made over fifteen thousand dollars up ...

(Well, that gives a general idea, because another thing that we're trying to do is just to see what kind of things go along, seem to be associated with getting to this age.)

Uh huh.

(You know, some of the kids are unemployed. A couple of the guys I talked to yesterday are on unemployment compensation because they can't find a job.)

Yeah.

(So you know obviously you and your husband have made certain kinds of decisions that have provided you with jobs. Now I don't know whether those boys don't want jobs or just what's involved there.)

Uh huh.

But you've taken a route that has not only provided you both with jobs but allowed you to buy your own home.)

Uh huh.

C.Q.

(So that's quite significant for you now at the age - what are you now? 19 or 20?)

Twenty, just turned twenty a couple weeks age.

(C , do you remember what your grade point average was, just -)

Well, in high school, probably a B average. I got mostly A's and B's in high school.

(That's good.)

V.S.
Group 3

#1 (What have you been doing since high school? I know you're at Clark College and you were here last year and you're studying piano?)

Music. The first year I was in English and I switched to music the second year. (My memory is that you were interested in music when you were in high school.) No, I wasn't at all. (Oh isn't that interesting.) I wasn't interested in music at all until I came here and met some music majors and talked with them. I played guitar when I was in high school but I never played with a group or anything. (You'll see on #1 that it asks about jobs. Have you worked at all?) I worked through high school, little store, I was supposed to have that job the next year, I was counting on that job and when I got there they didn't need me. (So you had one job one summer, and then last summer you weren't able to find work. Boy that's hard because that throws this complete tuition thing back on your hands. How many children are there in your family?) Five. (Whee) Well, two are in service so there's just two left at home. (Are they in high school now?) One's in high school and the other's in junior high school. (They'll be looking forward to college and your parents will have to take care of that.) I think my little brother is going to go into the Navy. He hasn't decided for sure yet and my sister wants to go here. (Again on #1 have you had any special opportunities that you've had or travel that you've done?) No travel. During the summer I was playing the guitar for a prayer group (That's nice.) I got a lot out of it and it helped me a lot. (That was in Cedar Rapids?) Um hum.

#2 (Have your career plans progressed as you planned?)

Hum. Right now I'm not sure whether I want to go on or not. I really enjoy music but it's so much of a challenge. Not having the music background that the other kids have. (Is there any other major that you've thought of that you might enjoy?) Music is it right now. (Isn't that great. There are an awful lot of things in life that you can do that you don't enjoy. If you find something you do enjoy I'd say hang on to it as long as you can.)

2b (What do you consider the successes of the past years?)

College, I guess, it's hard to...(How about your relations with other kids?) That's progressed in a lot of ways. Just getting out and meeting a lot of new people. (Now where did you meet your fiance?) We were good friends for a long, long time. I met him at a party given for his dad at our house and he went into the Air Force and we started writing and dating and (I'm putting that down as a success.) Definitely.

2c (Anything that you think of as a failure?)

I don't really know. (Well there may not have been any.) There are a couple of classes that I'm failing right now but by the end of the semester I should bring them up. (Which ones?) Music theory, art of poetry, psychology. (Those are good ones to be in even if you're having trouble. In the poetry who have you studied that you've liked?) I don't really know. She hasn't really stressed the authors. She just cares if you can analyze the poem. (That's interesting. Is this something that you did anything with in high school at all.) I wrote poetry in high school but I never studied it till this. (This is entirely a new direction for you to be getting into both theory and music, theory and poetry. Which courses are you doing well in?) Piano. (That's great.) Music theory is divided into two parts, ear training and sight singing, I'm doing about a C average in that. (What has been your GPA here?) It started about a 2.4 and it's gone up to 2.6. (That's credible in a year.)

#3 (Now you said that two brothers have left home and joined the service and two are left at home. You're living away from home and with a roommate.)

That's right. (Have you stayed with the same roommate for two years?) No, first semester last year I had one roommate and then I switched to another roommate. (You have a choice of who you want to live with?) Um hum. At first we just put down what our characters and personalities were like. They matched up as best as possible. (What did you put down?) Then it was quite different. I was quiet. Now I'm a very outgoing person. Little things. (So did they want to put you with someone who was outgoing or with someone who was quiet?) Probably it was someone who was fairly quiet. But she changed so much during the first semester, we didn't get along at all by the time second semester came. That's why we split up. I probably changed too, I'm not saying it was her all together. But she changed an awful lot and we didn't get along by the end of the semester so I moved down the hall to a girl I didn't even know. We got along fairly well and she transferred to Montana and I got a different roommate who transferred from... (So you've hand three roommates) Yeah. (Two you got along with and one you didn't.) We got along well at first. (What was she doing that you didn't like?) That's hard to answer. I liked her. For one thing she was the wing president and everybody was coming in and out. I had to have peace and quiet. I couldnot study. She liked the radio. It was get out of the room and study some place else. (What was her major?) Nutrition. (You see as a major in music some internal is happening to you, it's inside your life.) Last year I was an English major at that time. (That may have been it.) The classes I had last year I really struggled with. They're even harder this year. She was in nutrition and had a lot of biology classes. She had to study a lot for those too. But she went out and partied. I never liked to go out and party. (You're engaged.) Last year I wasn't. I was engaged in April. I just couldn't see any sense in going out and getting drunk.

#4 (Any changes in your family?)

Our family as far as cousins, and aunts, and great aunts we're real close. We had an uncle that died and that affected our family pretty much and then a week later my grandma's sister died. We were all upset for a while, especially my little brother. It was hard to deal with it and he just didn't understand it. I came home for the first funeral, but for the second one I was on a retreat and I didn't know. It was real upsetting when I got back to school and found out.

#5 (You are probably in the a category of $1000 a year or below is that right?)

Um hum.

#6 (How do you feel about your present position? Do you feel secure?)

Off and on. (I think what you've said about your scholastic situation would tell that you're struggling.)

6b (Belong here?)

I'm still struggling with that question, whether I'm supposed to be here or at home or some place else or what. Looking back on it I am glad I was here. There's so many new things that I've learned. I think for this time and this space in my life I did belong here.

6c (Respected?)

Um hum.

6d (Have you felt fulfilled?)

#7 (Would you be willing to move if it meant a better job or educational opportunity?)

Yeah.

#8 (Health?)

Good. (Why good rather than excellent?) I was sick for a week with an ear infection. I couldn't hear very good and it drove me a little bit bananas and I've been under a lot of pressure and my nerves have been bugging me. Seeking help for that.

V.S.

#9 (Where do you get your news?)

None. If I hear it on the radio if my roommate has it on, but I don't especially turn it on.

#10 (Do you attend movies?)

When I'm at school I don't when I'm home I do. (How often at home?) Probably once a week or once a month. (OK)

#11 (Do you have favorite TV shows at home?)

I like The Waltons. That's probably what I said before. I really like that show. It has a lot of family and ties. (I can see how you would.) It has a nice kind of spirit.

11b (At home how much TV do you watch?)

That depends. I would say 2 hours a day on an average.

#12 (Interests and hobbies?)

Music. That's one of them. I still like working with my hands, artsy things. I want to get into, I was lifting weights for a while and I pulled out because I had so much to do. I like to go running and jogging. I need to have some sort of release.

#13 (Feelings about reading?)

I like to read. (Do you?)

#14 (What have you read within the last year?)

My textbooks. A Man Called Peter. It's by Catherine Marshall. I really loved that book. I'm reading one now by Clarence Enseler called My Other Self.(How do you spell his name?) Ensler.

#15 (On a scale of 1-10 where would you put reading?)

General reading? (How you feel about reading.) I'd say probably 9.

(Do you read when you're in trouble?)

I read The Bible. I'm studying The Bible with a girlfriend of mine. We just sort of meet and push each other. (That's great.)

#16 (How many books do you have in your school dorm room? We'll go by your room on the way out and take a quick count.)

V.S.

(What kinds of books do you have?)

Textbooks, a couple of romance, three Bibles different versions, religion type books, English books, short stories, poetry. (You mentioned you wrote poetry in high school. Do you find writing poetry can be a release for you?) I haven't written poetry in a long time but when I wrote it it was more of release. (Do you keep a journal?) For poetry class. We have to write on the poems we read out of the book and assignments and stuff. (I was thinking more of a journal just for you.) During the summer I did. I would read The Bible and then write about how that reading affected my life, the things I was going through during the summer, conflicts, and stuff like that. It seemed to help a lot.

(Going back to 16a, how many books would you estimate you have in your house at home?)

That's hard. We've got a set of World Book Encyclopedias a set of Science Encyclopedias. God, there's so many books at home. I would say around 100 or more.

#17 (When you were young did your parents read to you?)

Not very much. Mom never liked to read and Dad read a little bit. Dad loves to read but I don't ever remember him reading to us. I remember when I was 12 and older Dad reading The Christmas Story but I don't really remember anything else.

(If you have children will you read to them?)

Definitely. (How often?) Anytime. Whenever they come to me with a book. I want to encourage that because I think it means so much. I babysit a lot and I read a lot and he can just pick up the book and read and tell me the story word for word. (How old?) 3 years old.

#18 (Would you have done anything differently in high school?)

Yeah. But I don't know how I would change it if I had it to live over again. I would probably try and develop a different attitude toward the kids there in high school and towards being in high school. And get more involved in activities and socialize more I think. (Are you finding that you can do that here?) Not on the level of going out and having a good time with the gang. It just seems like all I have to think about right now is academics. I'm just so pressured with those I can't even think about getting married in June. I have to (When is school out here?) May 12. (Five weeks.)

#19 (Would you change any of the high school offerings?)

Yeah I would change a couple of the courses. They were just nonsense as far as I was concerned. (Which ones?) I don't know what they have to offer right now. (Of the ones that you took.) I wouldn't say I'd change the course but maybe better it some. (Were the courses you took in order to get in to college?) No. Just regular requirements for high school. (English.) I was taking one, well it could apply for English, history. I don't think they push the kids hard enough. (That's a general concern.) I don't know what I would change. I think I would offer music theory, a basic, basic class. A class where they studied poetry on a basic level, not a college level. I think they ought to have woodworking for girls at a basic level, tool and die, whatever. Maybe auto mechanics, basic. Girls ought to be able to fix a car if they're stuck some where alone. Guys know more about it. If she was to go into a class with guys they would know more than she did. They need basic, basic courses. (Do they not offer those?) As far as I know they don't. They would accept girls in the class but like I said they would expect them to know it. I don't think that's right. I'd like some class to study the Constitution. We studied it in a civil rights class. They ought to have basic cooking for guys. Especially if they go into the service. That's important. Speaking from experiencebecause my brothers had a crash course at home. (Now why would they need that? Ironing I could see, but why cooking?) If they get hungry at least with a microwave they could pop in a hot dog. Some guys can't even boil water. S ewing would be important. They always have to sew on patches and buttons. (That shouldn't be too difficult.) No.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

I would say disadvantage. (In what way?) High school wasn't too much of a help. They didn't push us to study, especially out of books. In college you're always out of books. There they didn't. (What did you study?) We would read books, but we wouldn't study out of books. They go real easy on kids. The kids think it's real hard at the time but it's not. I think they ought to have exams, like two exams during a course. Comprehensives maybe graded a little more lenient than college but just to give them an idea of what exams are like. (Have they not had exams in the courses?) No,tests, but not like a real stiff exam. (What do you see as the difference between a test and exam?) A test I think would be on a chapter, but an exam would cover previous tests, 3-4 chapters at a time. (That would cause a high school students to pull together more.) Yeah instead of knowthis now and in a month forget it. That's a trouble I had and I'm sure a lot of kids will.

#21 (What are your values now?)

I value education, life. I think it's important to socialize because you learn so much about other people and a lot about yourself. (Anything else?) I value living away from home and having that distance to look objectively at the family, and how they've changedand how you've changed and understanding of parents and your brothers and sisters. I think that's what's hit me most. Being able to talk more freely with my parents, and know how to get around or get through a bad situation with them, help it come out good. (Objectivity and understanding your family. I'm putting these down as values as well.) High school kids are so against their parents and their little brothers and sisters are a pain in the neck. That would probably be a good course to offer. Something in family living, a family type course more than psychology. How to get along better. (I'll call that family understanding.)

#22 (Would you say that your values have changed since high school?)

Yeah. I had values but they weren't significant to developing values that I see now because of my experiences. (You're getting closer to establishing your own home.)

#23 (What would you say motivates you now?)

I think encouragement. Kids in high school need encouragement. Especially if teachers are going to push them a little, they need that pat on the back. Whatever it takes to get that child to learn the material and learn it in a fun way. That's the one thing I think is the most important: to learn the material in a fun way. (Learning needn't be drudgery.) I think in high school for most kids it's a drag. The drama kids are excited, the music kids are excited, but most kids arentinvolved in these. I was involved in neither and I during my senior year I did get where I was going to plays cause my brother was in them. I think kids need some sort of you know. (What were your interests in high school?) English, reading, writing. (Poetry, but that's something you have to do off in your own room.) You can't seclude yourself. That's something I'm finding out quite fast. Kids need an outlet whether it's sports, drama, ormusic, something. (What could we do to get kids into these things, since they are there in the curriculum. Maybe in grade school?) Maybe read a child's play. I know it would be hard to keep the class under control. Something with animals or that the kids could act out. (That wouldn't be so hard. Something that's really involving them,rather than have them read a book andgo over it or a passive situation.)This way they could see what was happening. Even creating props. That could be an artistic thing. Maybe they could combine their art class and their English class. Maybe the teachers could work alongside. But give them different opportunities, to see what they like.

They have the basic music class. Like in music have a basic rhythm section but they'd get at that too because it would be all pounding but (It's worth it.) I would think it would be worth it. (There are so many teachers who don't like art and music and our kids don't get art and music and they discover it later and see what it can do in their lives.) I remember a teacher we had in fourth grade who took us outside with a guitar and she played. I learned to take lessons from her but she moved. (But you went on later with guitar.) We sat under the trees and it was fun and we took our books out there and we read and sang. Nobody could hear us and it was great. It was thirty of us and it was great. (That's wonderful.)

#23 (Have there been strong modeling influences in your life, like this 4th grade teacher who plays the guitar and then later on you play the guitar. Who have been the people who have stood out to you?)

I would think different teachers, my favorites. Mrs. Halberseat at Hoover School (?) (Any others)Mrs. Fry, she's still at Hoover School. I think they're both still at Hoover. Mrs. Ericksen but I doubt if she's back. She's had a baby was living at home. (Was she grade school also?) Um hum. (Rather than family, you would say you were influenced by adult models in school.) I didn't even think about family. I had a cousin who played guitar.That's another motivation I suppose. (Would you say any of your older brothers were a model?) My older brother and I were in the same class. I guess as far as motivation. He did help a little as far as competition and I regret that it was competition but it did help.

#24 (Are you aware of changes in your ability to persevere?)

I think so because they're more challenging. In high school nothing was a challenge. I just got by in my classes. Here we have the encouragement of the staff. They want us to learn. They're willing to help us anytime. We just call. They're always there to help us and give the encouragement we need. Sister Bertha Fox here has been the greatest. (Do you meet with her individually?) I met with her, she's one of my teachers.

#25 (Goals for this next year.)

Getting married, being able to handle pressure, not getting upset or uptight. Just being able to develop a good relationship between what will be my husband. I just want our marriage to be the best ever.

#26 (Have there been other kinds of pressure besides school?)

No. During the summer my parents pressured me to get a job. I looked I couldn't. I think you go through a stage, you're dating, guys like to pressure you, but I don't really think that was significant.I don't think there's really beenany big pressure. The big pressure now is school. That's special. (You have a week's vacation coming up now. When do you leave?) Wednesday. (This is probably a good place for us to quit then.)

UTHOFF, Dean
Group 2

D.U.
Group ?

#1 (Question #1 now I know that you have been at college at Iowa State and have you done anything else since high school graduation?)

Just been going to school mostly. (And have you had jobs?) My first year I was a construction worker for a little while, in the summer, and then last year I just traveled around the country helping the basketball camps. (The construction work was 1976 and then 1977) I went to different basketball camps. (Does Ames sponsor that?) It's mostly the coach and the people that run the camp. You get in contact with the people that run the camp and work through that way. (So it's travel with the team?) No, by myself. In the summertime, I just go by myself. (Do you get paid for it?) um hum. (How terrific!) (Are you spotting kids who might be particularly good in basketball?) Yeah, I'm just like a counselor. (So that's college and job and that would certainly count as a travel opportunity. So where did you go?) Last year I went to Kentucky and Pennsylvania. (How long do you stay?) I was for a week in both places. (Has there been anything else that you would call a special opportunity?) I don't think so.

#2a (Have your career plans progressed as you planned?)

Yeah, they're going like I think I want em to. Like I'm two years through college and have two years to go before I get my degree. Play basketball some morewhen I get out of college.

2b (What would you say are the successes of your years since high school?)

Getting through my freshman year in college is about the biggest. That's the hardest. Playing a lot of basketball for my school. That's what I'd planned when I got out of high school. (Have you been happy that you went to Iowa?) Iowa State. Yeah. I'm real happy I made that decision.

2c (Have you had anything that you'd think of as failures?)

I guess along the way I've made a few mistakes. Some of the classes I've had I haven't done as well as I wanted to but the longer I've been there now the easier it's getting for me. Catching on a little bit better. (That's wonderful.)

#3. (You are living away from home, do you live in the dorm?)

Yeah, I have one roommate.

D.U.

#4 (Have there been any changes in your family?)

Brother Ed and sister live at home.

#5 (Current income, would that be a,b,c, include summers?)

Probably a (less than $1000). (It is with most kids that are in school.)

#6 (The items in#6 refer to being at Ames and how you feel about being at Ames. Do you feel secure?)

Yeah, I definitely do.

(Do you feel you belong there?)

I think so. Everybody's been awful nice to me (I'm sure they have.)

(Respected?)

Most of the time I think they have.

(And that you're fulfilled?)

Um hum.

#7 (Would you be willing to move if it meant a better job or educational opportunity?)

I like it at Iowa State and I think I'm going to stick it out. They took a big chance giving me a scholarship and I think I owe them a little bit.

#8 (Health?)

I've been fairly healthy since the last time I talked to you so I'd say excellent.

#9 (Where do you get your news?)

TV and mostly magazines.

(Which magazines do you read?)

I read Time and Newsweek and stuff like that. Traveling all over that's about all you get an opportunity to read.

#10 (How often do you attend movies?)

Not that much because you got to have money and it involves other people.

D.U.

#11a (Do you have favorite TV shows?)

I watch a soap opera once in a while."One Life to Live" that's probably my most favorite TV show. (I've not seen that. On during the day?)

Yeah.(Any others?) I watch about everything. When I'm not going to school or playing basketball, I'm watching TV.

11b (How many hours a day do you think you watch TV?)

Oh gee I guess 3-4.

#12 (Current interests and hobbies, certainly basketball would be #1 any others?)

In the summertime I play golf, swim, go to camps and help kids.

#13 (In reading I remember you had probably exerted as much pressure as you could to get yourself to be as good a student as you were. How do you feel about reading now?)

You got to really learn to like it in school so much of your class and studies and stuff are over your reading and you have to get motivated and do it. And that's how I'd do it. I'd try to read for an hour and set a goal. Not set it too high because you really got to get motivated to read. (Do you find that your feelings about reading vary depending on what you're reading?) Yeah. If it's biology or history it's boring and really hard to read. If it's someting I'm interested in it goes pretty quickly. (What kinds of things are you interested in reading?) I got a psychology class now it's infants and adolescents and stuff like that. (Are you looking forward to being a coach yourself?) Yeah, I am. (Do you want to play professional ball before you do that?) If the opportunity comes along I'd like to do that.

#14 (What have you read within the last year?)

I haven't really read that many books on my own. I read a lot for classes, but I haven't had time for others. (But you do read magazines and newspapers?) Oh yeah.

#15 (On a scale from 1-10 how important would you rate reading?)

I'd say about 8.

(Would you read when you're in trouble? Some people turn to The Bible or a marriage manual.)

I don't know. (Are there any books on basketball?) Oh yeah there are instructional books and magazines that could take your pressures off. (Some people won't read no matter what pressures are on them. You're saying you'll read if you're interested.) Yeah.

D.U.

#16 (How many books would you say you have both at home, here, and at school?)

At home I don't have too many. I have a lot of books at school . My roommate reads a lot and he has his corner stocked. (What would you say, about 25?) Oh yeah.Definitely.

(What kinds of books are they?) Mostly athletic books.

#17 (Is your roommate an athlete also?) Yeah. He's on the basketball team also. (Oh boy. Have you been with him for two years?) No he's just a freshman this year. (How nice for you. Do you change roommates every year?) I don't know. He's kind of stuck on this girl right now so he might come back next year married. (When you were young, did your parents read to you?) Yes. (How often?) As often as possible.

(If you have children will you read to them?)

I suppose before they got to school when younger. I suppose if I have children I'd make them pretty dependent on themselves.

#18 (Would you have done anything differently in high school?)

I think that I would have taken some harder classes to get me ready for college, math, and chemistry, because now I know I should have had a chemistry class. (What do you do now to make that up?) In my case I'll have to get a tutor and work with her. (What have you taken so far?) I've had biology, zoology, and a food and nutrition class, baseball, I've got to get to kinesiology. (How much is a tutor going to cost?) For an athelete, you just notify your academic counselor and they set it up for you. (Neat. When you were in high school did anybody suggest this to you?) My senior year they recommended advanced biology which I took and harder math which I never did take. I didn't think that I would have needed it back then. Falls on the science so much the math does. (What I'm trying to do on these tapes is to try and take out the things that would be particularly helpful to students and this is one of the things I'll want to say to students that even if right now it doesn't seem important to you...) It wasn't important enough. (It'll be important later on. What could have made you know that?) I guess just go to your academic counselor and have them set up something for you. (But now didn't people encourage you to do that?) Yeah, but I guess I wasn't too bright and didn't listen to them the way I should have. If I had to do it again, I would have taken other classes. I got ahead of myself in credits. I could take it for pass/fail just to see what it's like. (Do you remember when you decided you'd go on to college?) Probably by junior year when I started getting a lot of letters in the mail and I thought I'd have a chance for a scholarship. (But it was too late for you to make some kinds of decisions about courses?) Right.

D.U.

#19 (Would you change high school offerings?)

I don't think so because I went to a big school and they had a lot of things they offered but I don't know how the small schools are.

#20 (Do you feel at an advantage or disadvantage because of your high school experience?)

I'd feel at an advantage if I would have took the right things.

#21 (What are your values now?)

I think the most important thing is getting my degree. It's be a waste of time to go through four years of college and come out with nothing. That happens to a lot of people. It's a big goal just graduating. (Are there other things that are important to you?) I suppose my family. (I bet you'd have said that even if they weren't sitting here.) Yeah, I suppose. (Do you have a girl?) No, well, I got a few. I don't have one special. I don't want to get tied down. (Anything else?) I guess what I do is important to myself. I want to reach my goals. I don't want to let the people down who been hanging in there with me, coaching staff and everybody at Iowa State. It's important for me to succeed.(I'm sure you will.)

#22 (Are you conscious of changes in your values?)

Yeah, like when I was in high school I didn't even think myself about going on to college, graduating.Now I realize that I need it and it'll py off for me in the end. That one little piece of paper means a lot.

#23 (How about motivation, what motivates you now?)

I suppose instructors and when I get my grades at the end of a quarter and see a C or B I think I could have done better. (How have you done? What's your GPA?) 2.7 (It's holding.) It's been getting better since last year. (I found by my senior year I was getting almost straight A's but it had taken me time to get there.) The longer you're in it the more you get used to it. (That's right.)

#23 (Have there been strong modeling influences in your experience?)

I suppose watching people on the TV and seeing how everything pays off. The instructors at school have helped me along the way. (In high school or college?) Mostly high school. The college instructors a lot of them they don't give you the time of day. All those big lecture classes you've got to work on your own a lot. I have some with 257 people. That's mostly what I've got. (Hang on.)

D.U.

#24 (Are you aware of changes in your ability to persevere?)

I think so. I've changed a lot since high school. I think it's for the better. I guess as long as I keep trying to do the best I can and keep trying to reach my goal, I'll do better.

#25 (Speaking of goals, what are yours for next year?)

To be a junior, get my grade point up, do well on the basketball team, that's a big goal. (Great!)

C.W.
Group A 1/16/78

#1 (OK. The first question has to do with what you have been doing since you've left high school, and I know that you have been at college, and what was the name of it again?)

Apostolic Bible Institute.

(And that's located in St. Paul?)

Yes, uh huh.

(And you've also had several jobs.)

Yes.

(Could you tell me a little bit about those?)

Uh, right after high school...

(Yeah, do them in order.)

OK. Right after high school, when I graduated, I had two jobs, and one is as a waitress in a Big Boy restaurant, and the other was working at K-Mart as a salesclerk in the millinery department, and then, when I went to college, I, uh, was employed at a nursing home as a nurse's aid. Prior to that, I had training at a hospital, so I worked there as a nurse's aid, and, um, when I come home for the summer, I worked here as a nurse's aid in a nursing home, and the same thing, I got the same job back this past year when I was at college.

(Is that something you think you might go on and do?)

Well, no. I don't, you know, particularly have in mind a career out of it. It was a job I enjoyed, and uh, it's, it's a minimal paying job, but it was something that I liked doing, and so that's the, you know, the type of work that I did.

#2a (Good. Fine. How about #2: Have your career plans progressed as you planned?)

Uh, in high school, I started out wondering about being a nurse, going into nursing. Well, my, uh, plans changed, and I decided I wanted to go to Bible school, and I didn't have any career in mind when I went up there. I mainly went up there so that I could learn more from the Bible for my own um, particular needs, and uh, personally, to benefit out of it, and I had thought maybe I would go to nursing school after this if I still wanted to, but I really have not had a career in mind...

(Uh huh.)

to continue on in.

(Now, I know that you are going to be getting married...)

Yeah.

(very soon...)

Right.

(and your husband is in the service or will be.)

No, he works at Collins Radio.

(Oh, I'm sorry. It must be somebody else (laughs). So you'll be staying here in Cedar Rapids.)

Yes.

(What will your new name be?)

Fitkin.

(You want to spell it for me?)

F-I-T-K-I-N.

(OK. And that will be as of June?)

February.

(February? Oh, wow, that is soon. February what?)

Twenty-fifth.

(Do you know where you're going to live yet?)

Yes, uh huh.

(Do you have your new address memorized?)

Yes.

(Would you give that to me?)

1423 29th Street, North East.

(Is there a phone there?)

363-1298.

#2b (And that's as of 2/25. OK. What would you say, in #2b, are the successes of your years since high school?)

Oh, my successes, I would say, personally, is I've seen myself mature and just, I'm now becoming an adult, and it a really...

(Uh huh, and that is a success.)

Yes, and uh, as far as achievement of, um, there has no really been since, no really achievement in any area, except for personally, I feel that I-

(Of course, you've gone on to school.)

Yeah.

(You were going to say...)

I don't feel a failure in that.

(Yeah. Your relationship with another human being in which you've decided that your lives will fit together, I would consider to be a success.)

Right.

(Now the Bible college that you attended, is that a four year institution?)

It's three year.

(Three, and you went for...)

A year and a half.

(OK. Are you thinking of doing any other kind of college work?)

Um, no, no. I don't really plan on continuing in college. I thought, um, my fiance owns a um, communication company, and he needs an accountant, and he wanted, um, to employ me as one, and so the thought was that I would go like to a Kirkwood adult education class, and that would just kind of help out on that.

(What kind of a communication company?)

He, uh, he does drafting boards fo, uh, for computers and electronics mainly. He does dealing with other people.)

(And do you mean he makes the drafting boards?)

Yes, uh huh.

(Isn't that interesting. I don't, I've worked with computers a little bit. What does a drafting board for a computer look like?)

(laughs) Oh, I really....

(I mean, is it a piece of something?)

Yeah, uh huh. He's had, um, some where it, it was a board. Oh, I really don't know that much, you know, I just don't try to go into understanding it, but, um, with a bunch of little, like a radio, you know, it almost looks like a radio, a small radio part.

(Ah, I see.)

You have your little transistor radio parts, and he's worked on small ones, and then I've seen really large ones, too.

(Now, that's interesting, because I'll have something new to look forward to finding out more about.)

This is kind of a hobby for him. It's not really his occupation or anything. He just enjoys doing it, so it, he doesn't put a lot of importance on it, and he deals, you know, when he has the time.

(But you say he owns the company?)

Yeah, uh huh.

(What does he do when he doesn't have the time? You're saying that he owns a communication company, and that when he has the time, he puts the time in on that. What does he do with the time otherwise?)

Uh, otherwise?

(Yeah.)

Well, he works at Collins Radio as a ...

(Uh, I see. OK.)

electronic technician. That's his job, you know. That's...

(I see.)

his forty hours a week job.

(Oh, gotcha.)

He just started on his, um, company about a year ago.

(Well, that's kind of nice, so that will be something that the two of you might then grow up together with.)

Yeah.

(Isn't that great? How old is he?)

He's twenty-four.

C.V.

(Isn't that fine? That's wonderful. What's his first name?)

David.

#2c (OK. Now, have there been, I'm back on 2c here, but have there been what you'd think of as any failures since high school?)

Uh, the failure that I may look at the most is the fact that I didn't finish school.

(Um hum.)

I, um, when I started, I had in mind to finish and go through three years, but then came sickness and, and love, and so that kept me back.

(Well, of course, there'll be other directions that you'll be going here, so it isn't as though that's an end to anything. I think a lot of times we count life as something that's completed with a degree on the end. That isn't really life.

#3 Now about #3? You're living at home...)

Um hum.

#4 (And #4: Have there been any changes in your immediate family?)

Um, my sister got married about, it will be two years this coming March, and she's had a baby since then.

(OK, and are you currently employed?)

Yes, uh huh.

(And where are you employed now?)

I'm at the Cedar Rapids Gazette.

(Oh. What do you do?)

I stuff newspapers. It's just a temporary job...

(Sure.)

About a month now.

#5 (And what's your general earning there? What would it be on an annual basis?)

Uh, on an annual basis, probably, uh, a thousand, no, yeah, a thousand or below, I think. It's a part time job...

(All right.)

Minimum wage.

C.W.

#6 (And in that, I realize this is a very part time thing, but in that, would you feel any or all of the following: secure, that you belong, respected, fulfilled.)

Um, um, that I belong.

#7 (OK, and would you be willing to move if it meant better job or educational opportunities?)

No.

#8 (OK. Now, how would you classify your health?)

Uh, fair to poor.

(OK. What kind, has it been mostly fatigue, do you think?)

Well, it's been a number of things. I've had infection, quite a bit of infection in my body, that has been hard to get rid of. It's been a, just a run-down, my body was run-down, too, with that.

#9 (On #9: Do you get news from TV, paper, magazines?)

I read the newspaper.

(All of them? Newspaper.)

I don't re-, watch TV or read magazines.

(OK, and which magazines do you read?)

Um, there's no, I don't read magazines.

(I'm sorry. Cross magazines. Which papers do you read?)

The Gazette.

#10 (OK. Stuff that you have to read enough. How about #10: Do you attend movies?)

No, I do not.

#11a (OK, and do you have favorite TV shows?)

I don't watch TV.

#12 (Don't watch, and #11... You do not watch. Now, what would you say are your current interests and hobbies? #12.)

Um, well, I would say mainly is, uh, church.

(What is your church, Carrie?)

It's a first pentacostal church.

#13 (I remembered you as such a vibrant, lovely kind of person in high school, and I thought that was a real tribute to whatever it was you were doing things with. What are your feelings about reading now?)

Uh, I like to read.

#14 (And what? Do you remember any of the things you read in the last year?)

Uh, I read a lett-, a book called Letters to Karen. Another book that was called, oh, I can't remember the name. It was just a, a lady writing on the, the roles and relationship of a wife in a marriage, informative reading. I really have not had a whole lot of time...

(I'm sure.)

to do reading, and I like to read, but I just never, I pick up a book and start reading and never really finish it.

(Now, is your background, number, on #11, do you not watch television because of youre busy or because of your religious faith or because, just on principle, you're not interested in it?)

Mainly, religious faith.

(Um hum.)

Our church is, has the belief that we really do not support television and the shows that they show on it.

(There's certainly an awful lot of them that deserve not to be supported. We do watch, but we try to be very selective in what we watch, because there's so much commercial aspect of what supports them a lot of the time we don't support either, so...)

Yeah.

#15 (Now, how imporaant is reading to you? You said that you, that it is importamt to you, so I'll put "important." Do you read when you're in trouble, for example, the Bible?)

Yes, I do.

(And are there other things that you might read, for example, if you were in trouble?)

Yeah, uh, I like, um, I like the nonfictional books that give a second opinion...

(Um hum.)

and give people's, how people have, uh, gone through trouble.

(Uh, even things like a car manual. That's...)

Yeah.

#16 (, I'm sure. How many books would you say you have at home, now?)

Uh, I'd say about, uh, five to ten of them.

(OK, and these are your own personal books, right? How about your family? Do they have...)

No, my family doesn't... They do, mainly, watching TV.

(Are they not of the same faith?)

No.

(Well, that's interesting. How did you happen to come into it yourself?)

Uh, through a friend that I had known in school. I was kind of searching and looking for a church that would satisfy my needs, and I knew this one girl, and she started witnessing to me and telling me how she enjoyed the, the church that she was going to so much and come in through that way.

(That's very interesting. The books that you have at home, would you say that they are of the nonfiction variety?)

Yes.

#17 (Some of these next questions are things that we talked about before, but let's see. #17: When you were young, did your parents read to you?)

Yes, they did.

(And if you have children, do you plan to read to them?)

Yes.

#18 (And looking back, would you have done anything differently in high school?)

Uh, if I were the way I am now, I know I would do things differently. Uh, there were some activities that I were involved in that I think now I wouldn't do it.

(Um hum.)

wouldn't be involved because I changed during high school...

(Now, what would...yeah.)

Well, like basketball.

(You were in basketball when you were in high school?)

Uh huh. I was in that, yeah, and I wouldn't, I didn't, you know, I quit in, in part of the, in the season, during the season, so I really never really had a big interest in it.

(Now would that be again because of your religious faith now?)

Yes, uh huh.

(Were there many other things you might not do?)

Uh, yeah. Uh, the marching band.

#19 (Would you change the high school offerings, the kinds of courses that are given?)

No. I felt that they had a good program.

#20 (Do you feel at a disadvantage or advantage because of your high school experience?)

Um, advantage. I learned a lot from my high school.

#21 (21: What are your values now?)

Um, my values are, uh, mainly that all that I do in my life I want to glorify God and live for Him.

(As I recall, that was pretty much one of your values then. Are there any other values that you have?)

Well, mainly I, I would say to, um, try as best as I can to, um, get along with people and live morally upright. My values in life, I try to, to do those things which I know would benefit others and be good.

#22 (Wonderful if we could multiply you by a world, wouldn't it? How about #22: Have you seen changes in your values since high school?)

Yeah.

(How would you characterize those?)

Uh, I've changed in the fact that, uh, I used to want to, more, my importance was having friends and trying to get friends and having attention on myself, and I tried to find what would

make me happy, and now that I've found the answer that I was looking for, I no longer try, it's not such an effort to try to get acceptance of other people.

#23 (What would you say then, as #23, motivates you now?)

Jesus.

#23 (And #23... Well, made a mistake there. The second #23: Have there been strong modeling influences in your experience, people that have influenced you?)

Yes, definitely so.

(Who would those people be, Carrie?)

Uh, my minister, those that were older in the church, in, in the Lord, in their experience, and when I was at school, I was greatly influenced by the faculty, their lives, their teaching...

(Now, this would be in the St. Paul school?)

Yes.

#24 (And in #24: Have you been aware of changes in your ability to stay with things, to persevere?)

Yeah, um, because of, um, I guess because it, there's more of a stableness, I know what I want more now than when I did before, when I was still out jumping around, indecisive.

(Is your husband of the same faith?)

Yes, he is.

#25 (That'll be helpful to you, and what would you say your goals were for this next year?)

Well, because I'm getting married, I, more or less, want to fulfill the role as being a wife and see what I can make of that. Big enough goal for one year.

(Well, it seems to me that we've covered all of the other kinds of things as we've gone through. I appreciate this very much.

B.W.   (1/17/78)
Group 4

V1 (B: , what have you been doing since high school?)

Well, hm, let's see, I've, I work during the summers for my dad, and my freshman year I attended the University of Arizona for the first semester

(Great.)

and I was sort of disenchanced down there by the size and the distance and because of that I decided to transfer back to one of my original choices, which was Luther College

(Um hum)

and I found the personal touch and, you know, the smaller atmosphere to be a lot nicer. I, it's, you know, I, I function better in that kind of an atmosphere, both

(I think that's fine.)

academically and socially.

(Sure. Is University of Arizona at Tempe?)

Tucson.

(Tucson)

Yeah. It's a school of about 40,000 people, so you can really, you, lose your identity

(Yeah.)

very fast.

(How come you chose Arizona?)

Well, we're a, I, I'm in a very close knit family and, and I just felt like maybe I should get out and be a little independent for myself and grow up a little bit. I don't, you know, I had some bad experiences down there being far away and in a big environment like that, but I don't regret it. I really grew up from reflecting back on it now.

(But I mean Arizona?)

Oh, it's beautiful there, you know

(Did you have a friend who had gone to Arizona?)

Yes, I did. I had a friend who lived down in Iowa City that was a year ahead of me and

(UH huh)

he kinda, "Come on down," you know (laughs), "Try it out for a semester anyway,"

so I did an-

(Sure.)

It's beautiful down there.

(Well then, you've helped your dad during the summers, and what have you done with him?)

Well, that's a storybook in itself. My dad was employed at Cedar Rapids Transfer for fifteen years. Through a lot of different circumstances he's quit or was fired from that job and now is in the process of going back into the warehousing business himself,

(My gosh.)

and so, before I was working at the warehouse for him, and in the future (laughs) I'll be working at the warehouse for him.

(Now, do you handle stock when you're doing that or)

Yes, it's, um, finished products: Quaker Oats products, syrups and fertilizer and we got some Amana refrigeration in an-

(If I wanted to move and I needed to store my furniture somewhere, would you store my furniture?)

Well, at this point, it's, it's mainly restricted to commercial storage,

(Um hum.)

but if there, you know, is space, you know, we will store furniture.

(Do you think it's likely that you'll go into that business with your dad?)

Well, it, I'm going through a phase right now-- I guess everybody does-- when I'm trying to figure out

(Sure.)

where I want to go, what I want to do as far as my schooling and, and I guess this is why this is such a great opportunity for me to be working down at the law firm, 'cause it's going to give me an idea, you know, really if I want to pursue law any further and, and it's really exciting because there's a couple of young attorneys that just took their bar exams this past summer, so I can kinda see what the life of a young attorney's like

(Sure. Right, right.)

and, and I don't know. I'm having second doubts on whether or not I want to go into law, and I'm sure my dad, as far as, my dad would really like me to follow his footsteps, I think, but I got a little time to make that decision.

(Well, sure you have. Well, our next door neighbor is the county prosecuting attorney, and he's a very young man and he's doing just a fine job down there. He's taking care of our plants this week, so he's nice too (laughs).
#2a #2a: Have your career plans progressed as you planned? Now, you've told me quite a bit about this. You had said when we talked a couple years ago that you were interested in writing.)

Yes, um, law would really, law involves a lot of writing.

(It surely does.)

and I'm still interested in it, but I'm, I'm, uh, presently trying to get a double major up at Luther College in business and political science. Political science kinda offers the writing part of it, and business is more, uh, numbers (laughs). I guess that's the best way of describing it. And I've, I'm really starting to get interested in the business field more than the writing field, although you, you, you need your writing skills in the business field, but not nearly as much as you would in say, law, where you really need to specialize in writing,

(Develop)

legal writing.

#2b (That's right. Right. Do you consider that you've had some successes since high school?)

Yes.

(What would you say those were?)

Um, just getting through the first freshman year of college (laughs), I think is, uh, it, you know, I think, I kinda consider college as being a four year crisis for anybody, and whether they're, you know, a super-brilliant person or not, it, there's so many adjustments and, and you're really going through a, uh, decision-making stage, where you're trying to figure out who you are, where you want to go in life and, and just to, you know, make it through the, you know, this period of time.

(You'll find that that doesn't always end when you graduate either.)

Right. Right.

#2c (Would you say that there have been any failures since you graduated from high school?)

Uh, I'm sure there have, but I try to kinda block those off, you know, I can't think of any right off hand.

(That's all right. And you're living at home?)

Yes.

#3 (Well, let's see, you're living at home in the sense that when you come home from vacations where you come is to your own home.)

Right.

(So that you're at school.)

Right.

#4 (And #4: Have there been any major changes in your immediate family? Now, that would be things like divorce, or brothers and sisters getting married.)

No.

#5 (OK. And do you have an income which would put you into any of these brackets?)

Well, uh, right now, we're in a very peculiar situation. Um, last year, we'd be in the "F" bracket, but now, you know, we're kinda in a interim period here where we're waiting for the warehouse to be built ...

(OK. How about you personally, now?)

Oh. Personally. I'm sorry.

(Yeah, right. That's all right. That's OK.)

Uh...

(Are you "A"?)

"A", yeah.

(OK)

I'm sorry.

(That's OK.)

I thought you were referring to the family.

#6 (And in your present position, now, #6 mentions four different states of being. Do you feel secure, that you belong, that you're respected, that you're fulfilled in what you're doing, and that would be your work at Luther College. You can mark one or all.)

I think to a certain extent all of them.

#7 (OK. And #7: Would you be willing to move if it meant a better job or educational opportunities?)

That's, that's a tough question. I, um, that's one of the questions that are, kinda is related to where I want to go and what I want to do as far as my schooling. I don't, I'm really fond of Cedar Rapids, I love the people here, and, and if possible, I'd like to stay in C.R. and work, but if, you know, if a job is offered to me that I think will, you know, that I would like, you know, I may move.

(We'll put you down as "maybe".)

Maybe. All right.

#8 (And #8: How has your health been?)

Fine.

(OK. Would you say "excellent" or "good"?)

I'd say "excellent".

#9 (Excellent. OK. #9: You get your news from the TV, newspaper, magazines?)

All.

(All of them. Which magazines do you like to read?)

Oh, TIME, NEWSWEEK, uh... PEOPLE's kind of a gossip magazine. But that's kind of fun to read.

(I know PEOPLE. Do subscribe to any of those?)

Um, no, I just uh, read them in the library. We have a real fine library up at Luther, and I read magazines there when I have free time.

#10 (How often do you go to movies?)

Um, I haven't, since I entered college, I haven't gone to as many movies as I did when I was in high school, but, um, they do have movies that run on weekends up at school, and when I have free time I, I go to them.

(So, would you say "monthly", maybe?)

Monthly.

#11a (Uh huh. And do you have favorite TV shows?)

Uh, there again, I, I hardly watch TV anymore, up at school, and, um, anything that's related to sports: WIDE WORLD OF SPORTS, uh, or, uh, SPORTS SPECTACULAR, football games, or anything like that.

#11b (OK, great. #11b: How many hours a day probably...)

Less than one.

#12. (Less than one. And #12: What would you say are current hobbies and interests?)

Current interests. OK, uh, well, I played football in high school, and, and when you get up in the college ranks, it gets to be big time, so I'm kind of folded off into rugby a little bit. I'm really interested in that, and I plan on joining the team this spring. They have both a fall and spring team.

(Great. Gee, that's wonderful.)

And skiing. I love skiing during the winter. Reading. I, I read when I have a chance. I, I'm so involved in my studies that, you know, I don't have a lot of time to just sit back and read for, you know, enjoyment.

(But you still like to read for enjoyment.)

Oh, yeah.

(Given the chance.)

Right.

(You have that double major now, and you probably do a lot of reading in that anyway.)

Right.

(Particularly the political science.)

Political science.

#13 (I can imagine, right. So on #13, would you feel that we should say that you like, that you dislike, or that you have a qualified response on reading?)

I like it.

#14 (OK. And # 14: Do remember anything that you've read in the past year?)

Referring to -

(books or -)

school texts or -

(Well, not school texts, because we know you have to read those. But do you remember anything else that you've read?)

Uh, jeez, um, I've read a, I can't remember the exact title, but I've been reading some managerial books.

(uh huh.)

And I can't remember the author or the exact titles, but they refer to management skills -- the science of management.

#15 (I bet you'd be good at that. Would you say that for #15, that on a scale of one to ten, with ten high, is reading about where?)

Right, nine.

(OK.)

Right.

(And have you been known to read when you're in trouble?)

Yes.

(What would that be likely to be?)

The Bible.

(OK, good. It can also be things like if you read a car manual when you want to fix your car or...)

Right.

#16 (anything like that.; How many books would you say you have at home now, B ?)

Well, I don't, I kinda like to keep my, keep my textbooks from school, you know. You put a lot into the class, and that is, there's something about selling them right back to the bookstore, so as far as textbooks are concerned, I probably have twenty-five?

(Uh huh.)

And paperback books: I probably have thirty, just stacked up.

(And if you were to buy books just for pleasure, what kind would you be likely to buy?)

Again, I would say managerial-type books and, uh, books that are related to sports, skiing books that, that, uh, talk about techniques of skiing and...

#17 (OK. #17: Did your parents read to you when you were little?)

Uh, yeas.

(And how often would you say they did? Was it regularly or ...)

Regularly.

(If you have children, would you plan to read to them?)

Yes.

#18 (And looking back, would you have done anything differently in high school?)

Um, if I could, I'd like to say: Could the high school have done anything different for me? I don't know. I, I kinda consider myself a late bloomer as far as developing my writing skills and reading skills and, andif I had to, I know I wa

kind of slow at first, back in elementary school, and even in junior high, and if I had to blame somebody for that — I don't know that that's really right in doing so — I would say that my elementary education was very poor, and, and I remember at the time there was a large turnover in teachers there, and for two, possibly three years in a row, I had first-year teachers, and reflecting back on it now, that really, I think, slowed my down a little bit because —

(What school were you in, B ?)

Cleveland. That kind of slowed me down a little bit. I wasn't, I don't think I was really disciplined. I, I think I kind of messed around a little bit, and then all of a sudden sixth grade, seventh grade came along and, and things got a little tougher. It was a real shock to me, and I didn't really —

(You weren't ready.)

I wasn't ready. Yeah. Right. And I didn't really start coming into my own, and, and feeling confident in my reading and writing skills until my sophomore and junior year in high school, and it took a lot of dedication on my part, I think, to, uh, develop those skills.

#19 (Well, now, on #19: Would you change what the high school offered in the way of course work or —)

Yes.

(Anything that they did. How would you do that?)

I think, well, talking to my roommate who is from Minnesota — I don't want to make this a long answer...

(That's all right. No, you make it as long as you want to, because this is very helpful.)

Talking to my roommate from Minnesota, all through elementary and all through junior high, and all through high school, there was a program set up in their curriculum where they set aside two hours a day where it was just basic reading and writing skills. I think the high schools have gotten so fancy with their American literature, pop literature, and British literature that they offer, that I honestly believe a person at the third grade level of reading & writing can squeak through those courses they way they're set up. I think a student in this town needs to be forced into writing, just, just writing and, uh, just the basic writing and reading skills and not all the fancy classes that they are offering.

(What kind of writing did you have in high school?)

Well, I had a — in these literature classes you did do some writing, but it, it wasn't, it wasn't real extensive writing. You may, uh, you may have turned in one report during the whole semester.

(Wow.)

And —

(Really.)

Yeah. Maybe two reports, and whereas, my friend, my roommate, up at Minnesota, you know, he'd write straight two hours a day that was just set aside for reading and writing and, uh,

(See, that's —)

I didn't write. I didn't, I didn't write one research paper while I was in high school.

(That's incredible.)

And I took some good courses. I didn't, I didn't bum around in high school. I had one course was, uh, was called writing lab, and that course was dedicated to the, writing papers, but it still, wasn't, I don't think, extensive enough for, I don't, I think people need more writing. I don't think you can get enough of it, and I think C.R., the curriculum in this town needs to sit down and maybe re-evaluate, you know, what the students are taking as far as language arts classes and English classes, because I just don't think they're, um, preparing themselves well enough for college and, and, you know, my roommate, he can whip off a fifteen, twenty-page paper a lot quicker than I can, and I think it's a result —

(And you liked writing.)

Yeah.

(I mean, you would have been responsive to it.).)

Right.

(If you had been here and had had that kind of training.)

Right. Exactly.

(I read something in the papers just last night that was talking about the way the British kids are taught to write. And it said that first of all, they keep a journal, so they're expected to write daily. They have code names, so that as they pass these journals around they don't necessarily know whose journal they're reading. But they're always getting criticism back from somebody else on their writing. Then, in addition to that, which is just kind of the daily slug work, so to speak, of something that, anything that you think about you write, they also then do daily themes, which they hand in.)

I didn't, I wasn't exposed to that at all.

(They do research papers: The history of Cedar Rapids, if you will, history of this island, the reactions of certain political parties to a situation that exists as it is today, why seventeen states haven't voted for E.R.A., or whatever, but they're constantly writing. So that's why we get a country, then, of people who write and expect and accept and demand really good writing. So I think that your point is very well taken.)

And I, I think that was really my downfall in my early years as far as my reading and writing. It's just that I wasn't exposed to a, a curriculum that disciplined me enough in my writing and reading skills.

(Now, if you don't mind, I'd like to share your response in its entirety with the folks here. I won't tell them necessarily who gave it, but I think I will probably extract this from the tape, and just send it back, just in toto because I think it can be very valuable.)

OK.

#20 (#20: From what you said about writing, in terms of feeling an advantage or disadvantage because of your high school experience, I certainly can appreciate what you're saying about writing. Would you say that there are any other kinds of things that have occurred that would make you feel either that your high school experience had put you at an advantage or a disadvantage?)

Well, the only thing I can think of right off hand is that, uh, it was a large high school, and, as a matter of fact, our high school is larger than the college I'm attending right now, and I don't think you got the personal touch, maybe, that you would have if you were in a small town or a smaller school in town somewhere.

(Can you think of any ways, as you look back on it, and say, even given the size of the school, that adjustments might be made that would make it better?)

Yeah, just limiting the size of the class.

(So this would be almost a comment that would need to go to state legislatures...)

Right.

(because they're the only ones who can make that kind of change.)

Right.

(Because that, of course, depends on how much money has been allotted to the states for education. Anything else on advantages and disadvantages?)

Not that I can think of right —

(OK.)

I will probably walk out of here with all these other things that I've just remembered.

#21 (How about #21: Current values?)

Um

(Things that you feel are important to you now.)

I guess my main value, to put it that way, is that, I guess I consider myself to be a fairly personable person, and I'm concerned about people's feelings and emotions, B.W.

and I just kind of like to make people happy, you know, in any way that I can. I think I'll just try to be the best person I can, and to help other people out when they're in tough situations.

(It would be nice to think of our politicians being in that frame of minds, wouldn't it?)

Yeah.

#22 (#22: Have you been conscious of changes in your values?)

Uh, I'm sure there have been changes. I'm just having a hard time thinking of specific changes.

(Are there things that you think about in your life now, for example, that you didn't think about when you were in high school?)

I guess one big issue that's on my mind now is just what I'm going to do in life.

(Uh huh)

You know, and that wasn't on my mind in high school, and it may be a little premature yet, even, but, you know, it's something that is on my mind a little bit, as far as the direction I want to go.

(So the thing that you would value there would be—)

Uh, the type of work I'm going to be involved with, and especially whether or not I'll be happy with that work.

#23 (So happiness and fulfillment probably would be the values involved. And then #23: What motivates you?)

Uh, OK, I'm sorry I'm taking so long to answer these questions.

(That's all right. You don't think about this sort of thing every day.)

Um, just to do the best I, uh, just to do the best I can. I want to, whatever I do, I always want to do the best I can and try to be a success at it, and I guess that's what motivates me to doing the things I do, is that I want to just, I, I may be a little bit of a perfectionist, but I just want to do the best I can in everything I do, and I —

#23 (Well, that's an urge for quality in your life, and that's something the world doesn't have enough of. You're doing fine. How about #23: Have there been strong modeling influences in your experience, people who have influenced you?)

My father, number one. I think parents are about number one on everybody's list as far as, um —

(Not always. You'd be surprised.)

Maybe peers, too, friends...

B.W.

(Have there been special friends?)

Uh

(The fellow down in Iowa City, for example?)

Yeah. I have a good friend that really was kind of the instigator in helping me make my decision to come back to Luther, and his dad happens to be a pastor here in town, and we really have a good relationship, and I think he's influenced me at times, in some of the things I do, decisions I make.

(Well, it's interesting how you can go along for a while and really not interact too closely, and yet you respect somebody, so when you see them, they tend to influence you.)

Exactly.

#24 (#24: Are you [illegible] of changes in your ability to persevere?)

Um, um...

(Do you know what "persevere" means?)

Yeah. Well, maybe I should ask: How are you defining it in this question?

(OK. I'm meaning: can you stick with things ?)

OK, That's what I thought you — um, if it's something that I think will prove, will be of benefit for me down the road, then I'm going to stick with it all the way.

#25 (That's great. How about goals for next year?)

Um, I'm just going to approach school with a more easy-going attitude. I think that at times I —

APPENDIX D

Parent Telephone Interview Notes and Tables

C.R. 14th grade (or equivalent) interview Parent: Mrs. P., mother of J.B.
Date: 1/12/78

1. Location?
   West Coast; living aboard ship

2. Occupation?
   Navy; studying to be an airplane radioman

3. Career?
   a. Parental expectations: mother had not expected Navy, but it's OK with her.
   b. Student expectations: he wanted to learn to fix radios and TVs.

4. Significant happenings?
   He enlisted, went to Great Lakes for training, then to Norfolk, VA. Has been to England. Is now stationed in San Diego.

5. Other comments.
   Will be out in about a year and a half unless he reenlists to get more training.

   He's probably reading more now because of his work than mother ever noticed before. He wears glasses for reading now which he did not have in high school.

C.R. 14th grade (or equivalent) interview   Parent: Mrs. C, mother of L.C.
Date: 1/12/78

1. Location?

    Cedar Rapids, living at home

2. Occupation?

    Legal Secretary

3. Career?

    a. Parental expectations: no. She could have gone to Coe College on four year scholarship. Parents were disappointed. They had counseled getting something at which she could earn a living.

    b. Student expectations: Partially. She wanted to go into law. Decided it was too much. Has gone into law office.

4. Significant happenings?

    She was offered a four year scholarship to Coe College, but turned it down because she thought training to be a lawyer would take too long. Instead, took legal secretarial training at Kirkwood (vocational junior college in Cedar Rapids) and graduated with honors. She was told that she had gone above and beyond, that she would not be just an ordinary secretary. She lost her first permanent job as a secretary due to overstaffing and was quite demoralized, but got a job in three days in the office in which she now works and that helped her morale a lot.

5. Other comments:

    She likes what she's doing now working for several lawyers.

    She has had trouble withnan arm injured in a accident several years ago. She's living at home still, having "time to grow up." Is not married or dating, but is saving now for a car.

C.R. 14th grade(or equivalent) interview

Parent: Mrs. C., mother of P.C.
Date: 1/12/78

1. Location?

   Cedar Rapids, living at home

2. Occupation?

   Legal secretary

3. Career?

   a. Parental expectations: yes

   b. Student expectations: Yes, this is what she wanted.

4. Significant happenings.

   Attended Kirkwood (vocational junior college) until March, 1977.

5. Other comments:

C.R. 14th grade (or equivalent) interview Parent: Mrs. C., mother of T.C.
Date: 1/13/78

1. Location?

Cedar Rapids, living in her own apartment.

2. Occupation?

Waitress at Mim's Restaurant. (Mim's is one of the newest large, fashionable restaurants in Cedar Rapids)

3. Career?

a. Parental expectations: She used to talk about nursing. She's started working with people and really likes it. (No parental expectation expressed)

b. Student expectations: She has thought of different things. She doesn't want to continue as a waitress. She wants to go back to Mercy Hospital and work in medical records. She might take a short nursing course.

4. Significant happenings?

She has taken some courses at Kirkwood, is no longer living with her boyfriend, and is more independent. She's just paid for new furniture.

5. Other comments:

Mrs. C is now attending Kirkwood, taking secretarial and related business courses. She could not speak too highly of how appreciative she felt for being able to take the courses.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. F., mother of M.F.
Date: 1/13/78

1. Location?

   Iowa City, Iowa

2. Occupation?

   student - business major

3. Career?

   a. Parental expectations: his dad is a business major (implied yes)

   b. Student expectations: Implied yes. He wants to be in an area where he can help people. Has no area of preference.

4. Significant happenings?

   He has taken vocational tests and they showed strong in Accounting and Analysis. However, he will have to take remedial work in writing.

5. Other?

   Mrs. F seemed worried about M's situation, especially his lack of ability to write.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. F., D.F.'s mother
Date: 1/12/78

1. Location?

   Cedar Rapids, living at home

2. Occupation?

   Mechanic installing laundromats, handles repair and service calls all over the state. Has traveled as far as Illinois and Nebraska for service calls and installation.

3. Career?

   a. Parental expectations: No. Mother and Dad "felt real bad when he left the garage. It's born in him, in his blood. Mechanics is his main interest. He talks about cars with his dad. He'll probably return to work in garage someday. He may go to Kirkwood later."

   b. Student expectations: "I can't talk for D."

4. Significant happenings?

   Probably his experience taking welding and electronics, plus his experience in the garage has laid the groundwork for good success in the present experience.
   He has taken much interest in social life lately. He loves to dance and is "not near as shy and bashful ." It's been good for him to be with other people.
   He stood by his employer during time of need when they were out on the road together (Omaha). The employer had apparently had a heart attack. D. took the initiative to tell the employer that he was going to the hospital. He stayed with him in the intensive care ward. Employer can't praise D. highly enough.

5. Other?

   D. wanted to see how other people lived. It has probably been good for him to work under somebody other than his father (for whom he has worked since he was 13).
   His company will probably pay for his study in welding and electricity at Kirkwood.

C&R. 14th grade (or equivalent) interview

Parent: Mrs. G., mother of D.G.
Date: 1/12/78

1. Location?

   Mt. Pleasant, Iowa, living in dorm.

2. Occupation?

   Student in nursing

3. Career?

   a. Parental expectations: Yes. She can do whatever she wants to.

   b. Student expectations: Yes. She has always wanted to be a registered nurse.

4. Significant happenings?

   She went to Clark College (Dubuque) last year. Has also worked at Giant's Department Store--but just for spending money.

5. Other.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. H., mother of Ph.H.
Date: 1/13/78

1. Location.

   Northwestern, living in dorm.

2. Occupation?

   Student, International Law

3. Career?

   a. Parental expectations: Yes

   b. Student expectations: Yes

4. Significant happenings?

   Received two A's and Two B's this past semester.
   Has worked in Cedar Rapids for the street and gas companies during vacation. "But he hopes to get something more career oriented."

5. Other.

C.R. 14th grade (or equivalent) interview Parent: Mr. H., father of T.H.
Date: 1/13/78

1. Location?

   Dedar Rapids, Iowa, living in his own home

2. Occupation?

   working on a press at local manufacturing company. Works from 11 pm to 7 am.

3. Career?

   a. Parental expectations: Oh, yeah.

   b. Student expectations: Don't know.

4. Significant happenings?

   Buying a house. Paying for car and motorcycle.
   Doesn't drink or smoke or run around much, so he thought he'd buy a house.

5. Other?

C.R. 14th grade (or equivalent) interview

Parent: Mrs. J., mother of JJ
Date: 1/15/78

1.. Location?

Cedar Rapids, living at home.

2. Occupation?

Counter help at MacDonald's

3. Career?

a. Parental expectations: No, but then jobs are very hard to get.

b. Student expectations: No. He didn't know what he was getting into at Iowa State.

4. Significant happenings?

He started at Iowa State. Didn't do so well.
He has matured.

5. Other?

Has no clear sense of direction. Is taking a breather at MacDonald's. His hours there ate very erratic. He got up this am at 3:30 to be there at 5.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. K., mother of M.K.
Date: 1/11/78

1. Location?

Dedar Rapids, living at home.

2. Occupation?

Student at Jefferson High School

3. Career?

a. Parental expectations: No comment

b. Student expectations: No comment

(I did not pursue this in face of the fact that M.K. is still trying to finish high school.)

4. Significant happenings?

He has been in and out of the hospital. Fall of 77, OND in hospital. MIssed classes for that term.
Went to Kirkwood last year.

5 . Other?

He will finish high school if he stays out of the hospital.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. K., mother of S.K.
Date: 1/16/78

1. Location?

   Cedar Rapids, living at home

2. Occupation?

   currently unemployed

3. Career?

   A. Parental expectations: no,

   b. Student expectations: No, he wanted to go to photography school, Thought it was mail order.

4. Significant happenings?

   He wasn't that good of a student. I had him tutored all through grade school After junior high, I told him he'd have to do it on his own.
   "He hasn't quite got statted yet. Seems to be groping around. Is building a car, working on that."

5. Other.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. L., mother of E.L.
Date: 1/12/78

1. Location?

Cedar Rapids, living at home

2. Occupation?

working at local manufacturing plant. Doing some electrical and some production.

3. Career?

a. Parental expectations: Partially. Needs more training.

b. Student expectations: Partially. He wants to get into something which has more electronics.

4. Significant happenings?

No. He went to school at Kirkwood for one year and graduated from the one year program

5. Other?

C.R. 14th grade (or equivalent) interview

Parent: Mrs. Q., mother of C.Q.
Date:

1.. Location?

Hiawatha, suburb of Cedar Rapids

2. Occupation?

Teller at Merchant's Bank

3. Career?

a. Parental expectations: No special plans

b. Student expectations: Didn't discuss

4. Significant happenings?

Married happily. Loves her job

5. Other

C. is not like to older sister who always wanted to go to college. She went one year and got married. Now back at Kirkwood, struggling to finish. Mrs. Q is a mail carrier, Mr. Q works on jig and fixture at Iowa manufacturer, (all metal, steel and iron) but had always wanted to work on wood. Thus his pleasure at making bedroom "suit" for C.'s wedding present. "It has to be perfect or he won't do it. Our family is very close."

C.R. 14th grade (or equivalent) interview

Parent: Mr. R., father of C.R.
Date: 1/13/78

1. Location?

   Living in Cedar Rapids

2. Occupation?

   Married. Has no phone. "You can't get in touch with her."

3. Career?

   a. Parental expectations: No. (spoke about career possibilities as a thing of the past, implying that C. had shut the door on that)

   b. Student expectations: No

4. Significant happenings?

   She did not complete high school. She went to within one month of graduation. The school flunked her.

5. Other?

   Mr. R. was very defensive. Unwilling to share anything about C's experience. Did not seem willing to let me talk with Mrs. R. Sounded very bitter.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. S., mother of V.S.
Date: 1/18/78

1. Location?

   Dubuque, living at Clark College

2. Occupation?

   Student

3. Career?

   a. Parental expectations: I suppose.

   b. Student expectations: Yes, music or English. Seems to be headed towards music.

4. Significant happenings?

   Upcoming wedding this June.
   Had an opportunity to go to Europe with the chorus. Much too expensive. Would have cost $2000.

5. Other?

   Clark College is changing all textbooks. Therefore, V. can't buy second hand books. Rotten. One book would cost $16. "Those universities think only rich kids go to school. It's awfully hard on those of us who aren't rich."

Clark is a private Catholic college with an annual tuition of about $3,000. V. and her mother expressed concern about meeting this cost because V. had not found a job the previous summer, and thus felt under financial as well as academic strain in this, her sophomore year. Two of her brothers are in the service, and one of her younger brothers is planning to enlist when he comes of age. This means two children along with V.'s tuition for the mother to consider. She had reacted strongly, during the parent interview, to so many changes in college texts. "They think only rich kids go to college." Her bitterness continued when describing how one text . . costs $16.00.

When asked if anything of special significance had happened to V in the last two years, Mrs. S. mentioned V.'s chance to go to Europe with a group, but they couldn't afford the $2,000. Mrs. S. felt her daughter's career plans had gone about as expected, though she didn't know if V. was headed for music or English.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. U, D.U.'s mother
Date: 1/13/78

L. Location?

Ames, Iowa, Iowa State University

2. Occupation?

Student, studying to coach P.E.

3. Career?

a. Parental expectations: Yes

b. Student expectations: Yes

4. Significatn happenings?

Working with young people in summers. Has had various experiences which have been very helpful. Is a sophomore now. Very busy. Right in the middle of basketball season.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. W., mother of C.W.
Date: 1/13/78

1. Location

Cedar Rapids, living at home until wedding next month

3. Occupation

Parttime work at newspaper. Had been a student at Bible Institute in St. Paul.

3. Career?

a. Parental expectations: Yes

b. Student expectations: Yes

4. Significant happenings?

Has been physically run down. Has been ill, had surgery. Is now home again because of physical problems. Probably tried to work too hard.
Has workdd since she was 14. First a paper route. Then at Long John Silver's. Had two jobs most of summer a couple of years ago, one a nurse's aide at Methwick Manor.

5. Other

Her fiance is from Cedar Falls.

C.R. 14th grade (or equivalent) interview

Parent: Mrs. W., mother of B.W.
Date: 1/13/78

1. Location

Derorah, Iowa, is home briefly for an interim session.

2. Occupation?

Student at Luther College

3. Career?

a. Parental expectations: It's fine

b. Student expectations: He's still searching. He's shown an interest in law.

4. Significant happenings?

Has been serving an internship with a local lawyer who's a friend of the family. He's issued 8 subpoenaes, been in the courtroom, witnessed a will.

Is doing well at school this year. He started at University of Arizona last year. It was too big, too impersonal, so in January of last year he went to Luther. Has about a 3.4 gpa.

Table 30

Location of Students

Group 1

J.B.	San Diego, Navy ship
C.Q.	Cedar Rapids
M.K.	Cedar Rapids
R.C.	Cedar Rapids
K.C.	Cedar Rapids

Group 2

C.R.	Cedar Rapids
D.F.	Cedar Rapids
E.L.	Cedar Rapids
D.U.	Ames, Iowa
T.C.	Cedar Rapids

Group 3

T.H.	Cedar Rapids
D.G.	Mt. Pleasant, Iowa
V.S.	Dubuque, Iowa
S.K.	Cedar Rapids
J.J.	Cedar Rapids

Group 4

C.W.	Cedar Rapids
L.C.	Cedar Rapids
M.F.	Iowa City
Ph.H.	Chicago
B.W.	Decorah, Iowa

Table 31

Student Occupations

Group 1

J.B.	Radioman (trainee), Armed Services, Navy
C.Q.	Bank Teller, local bank, married
M.K.	Student (high school)
R.C.	Secretary (legal)
K.C.	Cook, cashier (restaurant)

Group 2

C.R.	Housewife, married, address unknown
D.F.	Serviceman (laundromats), statewide
E.L.	Workman, J-Deck (electrical production)
D.U.	Student - Iowa State (P.E. coaching)
T.C.	Waitress (Mim's Restaurant)

Group 3

T.H.	Factory worker (CRYVAC, W.R. Grease Co.)
D.G.	Student - Iowa Wesleyan (nursing)
V.S.	Student - Clark College
S.K.	Unemployed
J.J.	Waiter (McDonald's)

Group 4

C.W.	Office worker, part-time
L.C.	Secretary (legal)
M.F.	Student - University of Iowa (business)
Ph.H.	Student - Northwestern University (international economics)
B.W.	Student - Luther College (law)

Table 32

Percentage of Students in Various Occupations

%	Occupations
35	Student
20	Secretary, general office work, bank teller
15	Waitress, waiter, cook/cashier
10	Factory worker
5	Armed services
5	Repairman
5	Housewife
5	Unemployed
100%	

Table 33

Career Direction: Parent Response

Group/Student	Parent Response
Group 1	
J.B.	No. Had not expected Navy, but ok.
C.Q.	N.R. Had not had any special expectations.
M.K.	N.R.
R.C.	Yes.
K.C.	Yes.
Group 2	
C.R.	No.
D.F.	No. Had expected him to work in garage.
E.L.	Yes. Needs more training.
D.U.	Yes.
T.C.	N.R. She used to talk about nursing. She's started working with people and really likes it. (The mother is taking secretarial and business-related courses at Kirkwood College. Very enthusiastic about offerings.)
Group 3	
T.H.	Yes.
D.G.	Yes. Whatever she wants to do.
V.S.	Yes. I suppose.
S.K.	No. He wasn't that good of a student. I had him tutored through grade school. After junior high told him he'd have to do it on his own. He can't go to school with unemployment.

Table 33 (con't)

Career Direction: Parent Response

Group/Student	Parent Response
Group 3 (con't)	
J.J.	No. Jobs are hard to get.
Group 4	
C.W.	Yes.
L.C.	No. Parents were disappointed. She had a grant to go to Coe College for four years. Parents counseled her to get something with which she would earn a living.
M.F.	N.R. Dad is a business major.
Ph.H.	Yes.
B.W.	Yes. He's fine.

Table 34

Career Directions: Parent Response for Student

Group/Student	Parent Response for Student
Group 1	
J.B.	Yes. He wants to learn to be a radio and T.V. repairman. He may take another hitch to learn repair work well.
C.Q.	N.R. C. not like other daughter. Older sister always wanted to go to college. Went to college one year. Got married. Now back at Kirkwood struggling to finish.
M.K.	N.R.
R.C.	Yes. This is what she wanted.
K.C.	No. Talked about law school. Gave that up.
Group 2	
C.R.	No. Did not complete high school. Went to within one month of graduation. Married. School flunked her.
D.F.	N.R. Can't talk for D.
E.L.	No. He wants to get into something that has more to do with electronics.
D.U.	Yes.
T.C.	No. Doesn't want to stay at Mims (restaurant). Has thought of different things. Wants to get back to Mercy (hospital). Medical records. She might take a short nursing course.

Table 34 (con't)

Career Directions: Parent Response for Student

Group/Student	Parent Response for Student
Group 3	
T.H.	N.R.
D.G.	Yes. She has always wanted to be a registered nurse.
V.S.	N.R. Music or English. Seems to be heading toward music.
S.K.	No. He wanted to go to photography school. He thought it was mail order.
J.J.	No. He didn't know what he was getting into at Iowa State.
Group 4	
C.W.	Yes.
L.C.	No. Wanted to be a lawyer, changed mind. Too long. Took legal, secretarial training at Kirkwood. Graduated with honors.
M.F.	Yes. Wants to be in a career where he can help people. No area of preference.
Ph.H.	Yes.
B.W.	N.R. He's interested in law, but is still searching. Doing well in school. Started at Univ. of Arizona first semester, freshman year. It was too big, too impersonal. January of last year he went back to Luther College.

Table 35

Important Events in Student's Life

Group/Student	Parent Response
Group 1	
J.B.	1. Probably reading more now than mother had ever noticed before. Reads a great deal for his work. 2. Has to wear glasses when he reads now. Did not get glasses until he went in the navy.
C.Q.	1. Married. Very happy. 2. She loves her job. 3. Mother is a mail carrier. Father: jig and fixture at Iowa Mfg. (on metal, steel, and iron). Father always wanted to work on wood. Has to be perfect or he won't do it. Family very close.
M.K.	Will finish high school if he stays out of hospital. Was in hospital in fall, 1977. Missed classes that term.
R.C.	Quit Kirkwood in March, 1977.
K.C.	Nothing special.
Group 2	
C.R.	N.R.
D.F.	1. Good success in present experience: welding plus electrical work plus garage. Company will probably pay for his study at Kirkwood--further work in welding and electricity. 2. Has probably been good for him to work under someone other than father (has worked for father since he was 13). 3. May go to Kirkwood later, but good for him to get out now.

Table 35 (con't)

Important Events in Student's Life

Group/Student	Parent Response
Group 2 (con't)	
E.L.	No. Nothing special
D.U.	1. Working with young people in summer. 2. Various experiences have been very helpful. 3. Sophomore now. Very busy. Right in the middle of basketball season.
T.C.	1. Has taken some courses at Kirkwood. 2. Boyfriend. Not living with him now. 3. On her own now. More independent. She's just paid for new furniture.
Group 3	
T.H.	1. Buying a house, car, and motorcycle. Car and motorcycle are paid for. 2. He doesn't drink or smoke. Doesn't run around much. "Thought he'd buy a house!"
D.G.	Worked at Grant's Dept. Store, but just for spending money.
V.S.	1. Getting ready for her wedding. 2. Things at school--choir and voice. She had an opportunity to go to Europe, but it was too expensive ($2,000.). 3. College is changing all books (Clark is a Catholic college). V. can't buy second hand books. It's rotten. One book is $16. "They think only rich kids go to college. It's awfully hard on those of us who aren't rich."

Table 35 (con't)

Important Events in Student's Life

Group/Student	Parent Response
Group 3 (con't)	
S.K.	1. Hasn't quite gotten started yet. Groping around. 2. Building a car. Working on that.
J.J.	He matured.
Group 4	
C.W.	1. Has worked since she was 14. Paper route. 2. Then worked at Long John Silver's Restaurant. 3. Had two jobs most summers a couple of years ago. 4. Was a nurses' aide at Methwick Manor.
L.C.	1. Worked for several lawyers. Likes what she's doing now. 2. She had gotten a permanent job. Then lost it due to overstaffing. She got a job in 3 days. That did a lot for her. 3. She was told, "You have gone above and beyond. You are not just an ordinary secretary." 4. She had trouble with an arm.
M.F.	1. Going to take a remedial course in writing. 2. Took vocational tests. Strong in accounting and analysis.
Ph.H.	Worked with street and gas company in Cedar Rapids.
B.W.	Has worked with a lawyer who is a good friend. Issued eight subpoenas. Has been in court room. Witnessed a will last week.

Table 36

Other Items of Interest

Group/Student	Item(s) of Interest
Group 1	
J.B.	N.R.
C.Q.	Currently living in a trailer court.
M.K.	N.R.
R.C.	N.R.
K.C.	Living at home.
Group 2	
C.R.	The father answered the phone. Very defensive. Unwilling to share much about C.R.'s experience. Was not willing to let me speak with Mrs. R. Spoke about C's career possibilities as a thing of the past. Sounded bitter about the whole situation.
D.F.	1. Student is living at home. Sometimes works Saturday mornings. 2. Has taken much more interest in social life. Loves to dance now. Not nearly as shy and bashful. Good for him to be with other people. 3. Stood by employer in time of need in Omaha hospital. Took initiative to tell employer (who apparently had had a heart attack) that he was taking him to the hospital. Stayed by him in intensive care ward.
E.L.	He is living at home.
D.U.	He is living in a dorm at Ames.

Table 36 (con't)

Other Items of Interest

Group/Student	Item(s) of Interest
Group 3	
T.H.	N.R.
D.G.	N.R.
V.S.	N.R.
S.K.	N.R.
J.J.	His hours at McDonald's are very erratic. He got up this morning at 3:30 to be there at 5:00. Often gets last minute calls to come to work.
Group 4	
C.W.	Fiance is from Cedar Falls.
L.C.	She's not married or dating. Living at home. It's giving her a time to grow up. She's saving now for a car.
M.F.	Living at a fraternity house at the Univ. of Iowa.
Ph.H.	Living in a dorm at Northwestern.
B.W.	He's here in town for an interim term. He's following a lawyer around.

APPENDIX E

Three Samples
Student First-Level Data Analysis
by Question and Group

Space does not permit inclusion of the many steps taken from data collecting to analysis. Generally the order was as follows.

Step 1: Raw data (tapes of parent and student interviews and penciled notes) were collected.

Step 2: Transcripts of the raw data (tapes and notes) were organized and typed. The transcripts are presented in Appendices C and D.

Step 3: Raw data were aggregated across two categories (questions and groups). These aggregations are presented in Chapter 4, "Findings" and Chapter 5, "Summaries,..."

Step 4: Summaries of the findings were made, conclusions drawn, and recommendations developed. These are presented in Chapter 5, "Summaries,..."

In the interest of illustrating an early step in the total procedure, three samples are given below showing the initial stage in the reduction process pursued after the transcripts were typed. These particular examples are offered because they reveal insights about the individual students that could otherwise be discovered only through reading their transcripts. Also, the examples illustrate one aspect of the type of interim synthesis followed when developing the findings.

Question 12: What are your current interests or hobbies?

	Sports	Chess	Camping, Hiking	Cooking	Reading	Crafts	Painting	Sewing	Cars, Cycles	House	Music	Stamps	Rocks	Watches stars	Photography	Collecting	Electronics	Repairing	Church	
Group 1																				
J.B.	+	+																		
C.Q.				+				+												Likes to stay home with dog.
M.K.											+	+	+							Watches stars with telescope.
R.C.				+																
Group 2																				
D.F.	+																			Snow and water skiing.
E.L.																	+	+		Build'g oscilloscope, etc.
D.U.	+		+																	Basketball, golf, swimming, etc.
T.C.					+	+	+													Made quilt, embroiders, writes.
Group 3																				
T.H.									+	+										House repair, painting, etc.
D.G.						+		+												Hooks rugs, sews, etc.
V.S.	+					+					+									Jogs, lifts weights, etc.
S.K.									+		+				+	+		+		Plays guitar, likes cars, etc.
J.J.	+										+									Disco music, swimming, funning.
Group 4																				
C.W.																			+	Member 1st Pentecostal Church
L.C.			+																	
M.F.	+																			Works out to stay in shape.
Ph.H.	+																			Basketball, baseball, etc.
B.W.	+				+															Football, rugby, reading.

Question 14: What have you read in the last year?*

Group 1	Titles
J.B.	Sybil, 18 Best Stories (Poe), Roots
C.Q.	Magazines, no books
M.K.	Reads nothing
R.C.	People magazine, Reader's Digest, Forever (?)
Group 2	
D.F.	Magazine Photography, Motor Trend, and other auto books
E.L.	Magazines, seldom reads books
D.U.	Newspapers, not many magazines, school texts, etc
T.C.	Testimony of Two Men, Roots, Barbara Cartland Romances, etc.
Group 3	
T.H.	Magazines and newspapers
D.G.	Books about psychology, astrology, chemistry, textbooks
V.S.	Textbooks, A Man Called Peter, My Other Self
S.K.	No books, but technical manuals and magazines
J.J.	Magazines and newspapers, doesn't read books
Group 4	
C.W.	Letters to Karen, marriage material, etc.
L.C.	Buntrack Family Series, No Language but a Cry
M.F.	Sports magazines, A Touch of Danger, The Fan Club
Ph.H.	Textbooks, Science fiction, sports books and periodicals
B.W.	Textbooks, science management books

*This list of comments accompanies a table similar to those shown here for for Questions 12 and 22.

Question 22: Have there been changes in your values?

	Yes	No	Type[1]	NA[2]	
Group 1					
J.B.		+			
C.Q.	+				Decided to get married; changed career plans
M.K.	+		W		Now interested in school, life; takes pills
R.C.	+		P		Respects people more, follows rules more
Group 2					
D.F.		+	W		Works at what he wants
E.L.		+			
D.U.	+		W		Now values school, diploma
T.C.	+		S		Drastic change, more open, travels a lot
Group 3					
T.H.	+				House, etc.
D.G.	+		S		Does what is best for her, less for others
V.S.	+		S		Experience helping to develop values
S.K.		+			
J.J.		+	P		More sensitive, more mature, nicer
Group 4					
C.W.	+		S		Found what makes her happy, not always friends
L.C.		+	WS		Better values, better worker
M.F.	+		S		More satisfied
Ph.H.		+			Values haven't changed, respects family
B.W.					

[1] "W": More interested in school work
"P": More respectful of others
"S": More respectful of self

[2] "NA": No answer (all did, however)

General observations: A diversity of answers; shift toward maturity; more honest with themselves; respect themselves and others more

APPENDIX F

Description

of

Cedar Rapids, Iowa, Community

APPENDIX F

Cedar Rapids, Iowa, Community

Community Characteristics[1] (1960-1974)

Cedar Rapids is a trade and distribution center for eastern and northern Iowa. It is serviced by air, rail, and highway from both east and west. The largest employer in the community was Collins Radio followed by Quaker Oats.

During the period from 1950 to 1970 the population of Cedar Rapids showed continuous growth, averaging 10% to 15% for each decade. It ranked 141st in the United States for cities with a population over 100,000. From 1970 to 1975, however, there was a slight decline in population. This may have been caused by the growth of suburban areas surrounding metropolitan Cedar Rapids.

Slightly more than half the population was female (52.5%) and over 25 (53%). In 1974, 98.3% of the population was white. The largest ethnic group represented in the community is Czech (28.6%) followed by Germans who comprise less than

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[1] The following references were used in developing this description: Deanne Lee Buckendorff Byerly, A Comparison of Responses of Male and Female High School Graduates to Indicators of Quality of Life and Career Satisfaction (Unpublished dissertation, Western Michigan University, 1977); Cedar Rapids Mobility/Stability Indices (1970-1974); County and City Data Book (Department of Commerce, Bureau of the Census, 1977), pp. 660-670; and Iowa Yearbook (1978).

20% of the population. Eighty-five percent of the population was born in Cedar Rapids.

Unemployment in Cedar Rapids has generally been less than in the country as a whole, averaging about 2% of the total labor force. Although Collins Radio and Quaker Oats are the largest single employers, only 34.5% of the labor force is employed by manufacturing industries. The retail/wholesale trade employs 21.4% and the government 9.8% of the labor force.

Economic growth was evident during the 1950-1970 period. The median family income increased from $6,654 in 1960 to $10,900 in 1970. While 18% of all families earned between $15,000 and $25,000 in 1970; only 5.3% of all families lived below the federally established poverty line.

Cedar Rapids ranked sixteenth in federal aid received in 1975.

Educational Characteristics

Cedar Rapids (in 1974) served 23,000 students in 32 elementary schools, six junior high schools, and three high schools as well as one alternative junior high and one alternative senior high school. There is an adult learning center, Opportunities at Kirkwood (OAK). Kindergarten is available in each elementary school district for all five-year-olds.

The community also supports four post secondary institutions, Coe College, a 4-5 year liberal arts college, Mt. Mercy, a 4-5 year Catholic liberal arts college, Kirkwood Community College, which offers 2-4 year technical/occupational training, and Cedar Rapids Business College. Larger educational complexes are within two hour's drive in all four directions of the city. The University of Iowa at Iowa City is 25 miles south.

The easy access to educational facilities is further underscored by the fact that 68.1% of the population of Cedar Rapids have a high school education or more. Seventy-five percent of Cedar Rapids' students who graduated in 1968 were going to college and ranking in the upper fifty percent of their college classes. Approximately 700 of the students who graduated in 1975-76 attended college.

The city schools have been cited for various awards. For example, in 1966 Cedar Rapids received the National Pacemaker Award in architecture for two new junior high school buildings, and in 1969 Public Broadcasting cited Cedar Rapids Schools for the development of an outstanding Family Life and Sex Education Program which then served as a model for such programs in other school districts.

Continuous monitoring of the ability of the high schools to graduate students who enter at grade 10 shows a remarkable 88.4% average for the period 1969-1974. A high point was achieved in 1968/69 when 93% of the entering students graduated.

APPENDIX G

Investigator Letter Sent to Students

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47401

Reading Practicum Center
(812)337-9160

February 27, 1978

Sandra

Cedar Rapids, IA 52402

Dear Sandra:

When you were in first grade you were part of a special reading project in Cedar Rapids, Iowa. This project was one of 27 such projects located throughout the United States which examined ways of teaching first graders to read.

Dr. Anabel Newman was associated with the first grade project, and now, 13 years after your first grade experience, is most interested in your responses to the following questions.

If it would be at all possible, could you please fill out and return the enclosed questionnaire in the stamped, self-addressed envelope by March 15, 1978.

Sincerely,

Dr. George Ross, Director
Research and Evaluation
Cedar Rapids Community Schools

Anabel P. Newman
Dr. Anabel Newman, Associate Professor
Indiana University
Bloomington, Indiana

APN:jd

Enc: stamped envelope
questionnaire

APPENDIX H

How Student Questionnaire Items Relate to the Study

TABLE 37

How Student-Questionnaire Items Relate to the Study

	The question relates to:			
	Impact of lit on occ	Impact of lit on sch	Indirect influences	Relation to five* variables
1. What have you done since high school?	+	+		
2a. Have your career plans progressed as expected?	+	+		
2b. What do you consider the successes of the years since high school?	+	+	+	+MMIPP
2c. What are the failures?	+	+	+	+MMIPP
3. What is your living or family situation now?			+	
4. Have there been changes in your immediate family?			+	
5. If employed, what is your current income?	+	+		
6. In your present position do you feel secure, respected, fulfilled, that you belong?	+	+		
7. Would you be willing to move if it meant a better job or educational opportunity?			+	+ MOT
8. How has your health been?			+	
9. Where do you get your news?				+ INT
10. How often do you attend movies?				+ INT
11a. What are your favorite TV shows?				+ INT
11b. How many hours a day do you watch TV?				+ INT
12. What are your current interests or hobbies?				+ MOT INT
13. What are your feelings about reading now?	+	+		
14. What have you read in the last year?	+	+		
15a. How important is reading to you?	+	+		

*Model, motivation, interest, perseverance, pressure (MMIPP).

TABLE 37 How Student-Questionnaire Items Relate to the Study, page 2.

	The question relates to:			
	Impact of lit on occ	Impact of lit on sch	Indirect influences	Relation to five variables
15b. Do you read when in trouble?	+	+		
16a. How many books do you have at home?				+ MOD INT
16b. What kinds of books do you have?				+ MOD INT
17a. Did your parents read to you when you were young?				+ MOD
17b. If you have children, do (will) you read to them?				+ MMI
18. Looking back, would you have done anything differently in high school?	+	+		
19. Would you have changed the high school offerings?	+	+		+ MOT
20. Do you feel at an advantage or disadvantage because of your high school experience?	+	+		
21. What are your values now?	+	+	+	+ MOT P & P
22. Have there been changes in your values?	+	+	+	+ MOT P & P
23a. What motivates you now?				+ MMIPP
23b. Have there been strong modeling influences in your experience?				+ MOD
24. Are you aware of changes in your ability to persevere?				+ PERS
25. What are your goals for this next year?				+ MOT
26. Other?	+	+	+	+ MMIPP

TABLE 38

How Parent-Questionnaire Items
Relate to the Study

	The question relates to:		
	Impact of lit on occ	Impact of lit on sch	Relation to five* variables
1. Where is your son/daughter now?	+	+	
2. What is he/she doing?	+	+	
3a. Has his/her career direction progressed as anticipated -- by you?			+
3b. Has his/her career direction progressed as anticipated -- by him/her?			+
4. Has anything happened to him/her that you consider important?	+	+	+
5. Are there other items that might be of interest concerning him/her?	+	+	+

*Model, motivation, interest, perseverance, pressure.

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